



KING'S FORD ACADEMY

Behaviour in Schools Policy

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Behaviour Improvement Policy (Part A)

"A good self-image is the most valuable psychological possession of a human being" [John Powell 1976]

"We must move toward developing competency and self-worth, accompanied by responsible decision making and helping one another. In this atmosphere schools can empower young people with courage, confidence and life skills instead of burdening them with feelings of fear and inadequacy. [Nelson, Lott and Glenn]

We are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all where every person is treated fairly and well. We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage fully with academic, self and pathways free of distraction. In this environment, they have the best chance of developing positive behaviours and effective habits for learning. We insist on high standards and expectations when it comes to behaviour.

This will pervade all aspects of school life through:

- the culture and values of the school
- how pupils are taught to behave
- our response when pupils' behaviour does not meet expectations
- the relationships between staff, pupils and parents.

Aims

The Academy aims to:

- promote the highest possible degree of consensus about standards of behaviour among staff, children and parents
- provide clear guidance to staff, children and parents about standards of behaviour and their application
- encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of successes and problems
- develop rewards and consequences to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and consequences are fairly and consistently applied and that they are appropriate to the situation
- promote tolerance and consideration for others regardless of race, creed, gender/sexual orientation, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying
- ensure the safety and wellbeing of children, members of staff and the general public
- allow children to develop and demonstrate positive abilities and attitudes
- teach children to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour
- teach children to take care of and respect their environment and community
- give children every opportunity to take responsibilities and to make a full contribution to improving behaviour in the Academy

Rights for All

Our rights are an expression of the fundamental values that we, as a community, encourage, teach and promote. To ensure everyone's rights are protected; members of the community must abide by the 'fair' school rules and accept the responsibility of their own behaviour.

Values held by our schools' communities

- A healthy school is a successful school
- Equality of opportunity and treatment regardless of gender and race
- Caring and tolerance by all members of the community to all members of the community
- Justice and fairness
- Personal responsibility
- To be happy and successful
- Co-operation and participation

We all have the right to

- Learn or teach
- Be safe
- Be treated with respect

Our responsibilities are

- To respect the rights of others
- To have ownership of our behaviour
- To follow the school rules
- To respect our school environment

Teachers and pupils at the Academy should work together to establish and maintain a learning and social environment which emphasises positive behaviour, and where care and concern for others are valued. Behaviour improvement is an integral part of the whole Academy curriculum which teaches appropriate and relevant social skills to all children.

This enables children to participate fully in the home, Academy and local community and prepares them for the responsibilities of adult life in an ethnically diverse society. We expect children to be well behaved in and out of the Academy. This includes travelling to and from school or within close proximity of the Academy. Where it is deemed that the behaviour of a child outside the Academy, outside of usual school hours, has brought the Academy into disrepute

School procedures: celebrating achievement within our school (Part B)

All schools within the Inspires Multi Academy Trust will utilise a variation of the strategies below at varying times of the year. Evidence suggests that a one-size-all strategy does not suit each class, let alone each school. As such Leaders will apply various initiatives during the academic year which are pertinent to the needs of their school and their class. Additionally, strategies to support positive interactions and high levels of engagement require regular review, adaptation and refinement to meet the ever-changing needs of the children.

School rules

At King's Ford Academy, we have 4 simple rules which are conducive to learning and keeping everyone safe throughout the school day.

These are:

- Be Kind
- Be Ready
- Be Safe
- Be Respectful

Circle Time

Circle Time and class meetings provide a structured forum for class discussions. They give teachers great insight into pupils' attitudes, concerns and opinions on school topics. Within this framework, topics such as making rules and behaviour can be discussed in an open, democratic way. Circle Time promotes group co-operation and cohesion as well as raising self-esteem.

Circle Time can be very rewarding for both staff and pupils as they build up trust with one another. It is essential to ensure that all participants in Circle Time feel comfortable. There are many 'warmup' activities that can be used to achieve this.

Celebration of Achievement – Whole school approaches

The whole school approach to behaviour improvement is a positive approach and the celebration of achievement is an essential part of this. The more valued a child feels the more positive is their self-image. When children feel their efforts and achievements are recognised by the other children and adults within a school, they will strive to achieve more. Fundamental to any whole school, positive approach to behaviour improvement is the support of the Head Teacher.

The Headteacher's Input

Promotion of a positive system of behaviour improvement must begin with the Head of School. It is essential that she has a very active and high-profile participation in the celebration of achievement. At King's Ford Academy this happens through:

Headteacher awards/stickers

The Headteacher has a collection of special stickers that the children can choose from when they bring examples of excellent work [for that child]. The sticker is attached to the work and initialled by the Headteacher; a copy may be taken to send home for parents/carers.

Headteacher certificates

These certificates are awarded for participation in special events or contributing to school life in a special way. These can be individual or class awards [e.g. participation in District Sports, Music Festival]. These are often presented at a whole school assembly.

Pupil of the Week certificates and stickers

At the end of each week a whole school assembly is held to celebrate the special achievement of one child from each class. The Headteacher leads this assembly and class teachers explain to the whole school how and why the child has been nominated for the award.

Ambassador of the Week

Each week one child will be nominated by their peers as 'Ambassador of the Week'. They will consistently have been a good ambassador for the school, within their class, on the playground and around the whole school site. Children receive certificates, which are presented during Ambassador Assembly.

Contact with Parents

The Class Team will make regular contact with the parents/carers to inform them of how their child is progressing. This maybe in person/by phone call/message or written in Reading Records. Messages and updates can also be sent on Class Dojo.

School Values

These certificates are awarded to children who show Organisation, Resilience, Community, Leadership and Initiative. These acts are our school values and are carried out without adult prompting, independently by the children and generally in their own time.

Walkabouts

The Senior Leadership Team spend time in classes, observing and talking to children, looking at work and celebrating individual/class successes. This is very supportive for Class Teachers and indicates to the children that the senior management of the school take an active interest in their classroom activities. Positive comments show appreciation of the hard work resulting in a good classroom atmosphere.

Dojos

There are a range of ways for the children to collect Dojos, throughout the school day. Children might make a kind comment to a peer, independently offering someone support or for sharing work they are proud – are just a few of the examples available. Each class decides what rewards will be collected for the identified number of Dojos. For example, one class might choose 5 minutes of Just Dance, once 200 Dojos have been earned

Celebration of Achievement – Classroom procedures

The Elton Report suggested that classroom management skills were perhaps the 'single *most important factor in achieving good standards of classroom behaviour.*'

Classroom management

- Class teachers, HLSAs and LSAs should plan very carefully to ensure their lessons run efficiently and effectively at all times.
- All classrooms should be organised so that the children have adequate working space and easy access to equipment. Books and other resources should be displayed to create an attractive, stimulating work environment.
- Class teachers should take much time on displaying children's work, demonstrating how this work is valued. All children should have work displayed over the year.

Planning

Work planned by the class teacher should be scaffolded to cater for the individual children's abilities and needs. Teaching of activities should be very varied so the children experience a wide range of teaching styles and stimuli. Support staff should work alongside the class teacher to support individual children or small groups.

Simple steps towards effective behaviour management

- Establish a positive relationship with the children.
- Ensure that children are stimulated and working on purposeful activities. Well-motivated children rarely cause problems!
- Regularly reward positive behaviour, with attention, praise and encouragement.
- Identify problem areas/sessions and try to divert or modify the child's behaviour before there is a need for disciplinary measures.
- Be very familiar with the school rules. Use rule reminders, and be clear, polite, consistent and firm about the behaviour boundaries.
- Always remain calm when speaking to children. This helps maintain authority and confidence. It also preserves the positive relationship with the child/children. Whenever possible, ensure that the child is calm and reasonably receptive before you discuss behavioural issues.
- Avoid discussing behaviour incidents in public. If the child feels humiliated in front of his/her peers the reaction will often be more extreme, than in a more private setting.
- Try to avoid confrontation. If this is impossible, ensure a respectful approach is always used. Always focus on the behaviour rather than the individual.
- Be consistent in using school procedures, so staff can support each other in addressing individual children's behavioural needs and the needs of the whole school.

Raising children self-esteem is the most effective way of improving their behaviour. If the child spends much of his/her time with adults who concentrate on their failings, their self-esteem or self-image may be damaged. Their emotional, social and academic development could be blighted. If, however, a child

experiences respect for their opinions, has appropriate behaviour reinforced and is given time and approval, they will develop a sense of security, identity, belonging and competence. The best way to enhance a pupil's self-esteem is to, verbally and through actions, makes them feel special.

BEHAVIOUR PATHWAYS

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message		
Stage	Example behaviour	Script
1.REMINDER	- Refusal/disobeying instructions - Disruption of others learning (indirectly) - Inappropriate behaviour (physical contact or annoying gestures) - Inappropriate response	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice. Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2.WARNING	- Targeted disruption of others learning - Continued refusal to comply with instructions - Inappropriate responses - Persistent low-level behaviours	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3a. TIME OUT	- Lack of compliance after previous warnings - Persistent medium level behaviours	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to.....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc). I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to another adult in front of the child*
3b. FOLLOW UP – REPAIR & RESTORE (at lunchtime)		- What happened? (Neutral, dispassionate language.) - What were you feeling at the time? - What have you felt since? - How did this make people feel? - Who has been affected? What should we do to put things right? How can we do things differently?

4. REFLECTIVE CONVERSATION	- Endangering the safety of others - Seriously impacting on the learning of others.	A member of SLT or DSL/FLO will spend time with the child out of the classroom. Support and guidance will be offered. A decision on returning to class or relocating will be made by the member of staff.
5.INTERNAL EXCLUSION/ISOLATION	- No improvement following restore - Persistent disrespect towards staff/peers/learning environment - Continued disruptive behaviour - Serious physical/verbal actions	You have chosen not to adhere to the school behaviour code. I would like you to reflect on your behaviour and choose the right way to behave in the future. I am happy to explain what we would like to see, what we want to see is..... Should you choose not to change your behaviour then the next period of isolation will be for 3/5 days
6.FIXED TERM EXCLUSION	- No change in behaviour following internal exclusion - Seriously endangering others or themselves	Your behaviour is unacceptable and not what we expect of children at Iceni. What we want from you is..... This decision is made by SLT.

Demonstrating a clear escalation process is so important. It's a big part of ensuring consistency and certainty for the child.

All members of staff start with relationships being positive, taking ownership of forming good relationships with children in their classes and keeping children working within the stepped boundaries listed above. This is the GREEN PATHWAY:



If this negative behaviour is repeated, despite reminders and conversations about the 3 school rules, the child moves to the ORANGE PATHWAY:



At this point the child needs to have it explained to them that they have repeatedly broken the school rules and aren't behaving in a way we expect at school. Explain it is now being formally recorded and they need additional timeout. It also means that the next time they choose to do this a sanction will be imposed and other adults will be involved. This conversation should be done privately during repair time. The child should be shown a child-friendly copy of the behaviour pathway, if appropriate.

If this is repeated further, the child moves to the RED PATHWAY:



The repair meeting now needs to include the phase leader and a phone call home to parents. An immediate sanction needs to be put into place and a plan of action decided as to how to manage the behaviour differently. This now needs explaining to the child in private and other adults including need to be involved.

Immediate 'Red pathway' behaviours:

Any and all incidents involving racial, homophobic and repeated bullying-type behaviour, including physical behaviour will be logged down immediately and move to RED PATHWAY with sanctions and action plans being implemented.

LOGGING AND TRACKING

Behaviour is logged and recorded by all adults within the school community. The type of behaviour exhibited will be recorded and tracked so that patterns in types of behaviour for individuals and for the school as a whole can be examined. Forms are kept in a folder and checked regularly by class teachers and the senior leadership team to ensure escalation is robust and families are kept informed where appropriate. SLT review this information regularly, looking for trends and patterns.

Our approach when addressing behaviour which significantly disrupts learning/ is defiant

Disruptive behaviour or verbal behaviour

Any name calling, disruptive behaviour, inappropriate actions towards others or the breaking of school rules will result in the loss of a break time and/or lunchtime. The class teacher will then begin a consequence monitoring chart in order to track behaviour over a period of time (Appendix A)

When incidents of this type are highlighted to a member of staff they will inform a member of the Senior Leadership Team (SLT) who will keep a record of the incidents. **Two incidents involving the same child** will result in SLT **contacting parents**. Further incidents will result in the implementation of an individual behaviour plan.

Aggressive behaviour or inappropriate physical contact

Incidents which involve a **child being aggressive either in an intimidating manner of through physical actions** will be passed by the member of staff directly to a member of the SLT. If an investigation corroborates actions of this type the sanction will be immediate **loss of break time and lunchtime for a specific period of time, with parents being informed by the SLT member**. All records will be kept.

Should the child persist in this manner the Head of School will arrange a meeting with the parents whereby consequences from loss of break time and lunchtime for a week up to suspension (internal/external) may occur. All behaviour records will be kept in a designated file in the Headteacher's room.

Members of the SLT will also ensure they are regularly visible on the playground during lunchtimes. Extreme incidents will be reported directly to the Head of School. Should a child persistently cause concern when the class teacher is away from the class (PPA, on a course, etc.) then the child will be removed to the Head of School for that session or to other designated staff. The behaviour file must be kept up to date with all incidents recorded and the school procedures followed. This will help us to have an evidence trail should parent meetings be held and more severe sanctions be needed.

Escalation of sanctions:

Stage 1 - verbal warning

Stage 2 - teacher action, for example moving the pupil in the classroom, accompanied by a move from the green to the amber on a visual display

Stage 3 and 4 -This 'further action' is most likely to be displacement from the classroom or moving to an alternative supervised space, break time sanction such as being sent to the Reflection Room. This may then escalate to a Behaviour Tracker report (reviewed weekly) and parental meeting. All significant sanctions lead to targeted behaviour support to offer a structured improvement programme appropriate to the pupil.

It is vital to adopt a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This may include providing mentoring or coaching, short term behaviour monitoring charts or longer-term behaviour plans or engaging with external agencies to address specific challenges such as poor anger management, difficulties with peer relationships or social skills.

Stage 4 Sanction

Behaviour deemed to warrant a 'zero tolerance' approach, may call for a Stage 4 sanction. In all year groups, it may be appropriate to default immediately to the Stage 4 sanction, if behaviour warrants it. For this, the sanction may result in suspension or exclusion.

Policy for management of bullying: Appendix to Behaviour Policy (Part C)

"Bullies are found in every age group and they learn that their behaviour gets them what they want. Like aggression, bullying is a learned behaviour."
[Besag 1989] 2

Definition of bullying

Bullying is the intention to hurt, frighten or intimidate another person. Bullying can manifest itself in many forms and can be difficult to identify, because serious sustained bullying is very secretive. It is also deliberate and persistent. It is not isolated incidents.

Common forms of bullying

- physical intimidation: pushing, poking, tripping, punching, kicking, hair pulling, pinching
- verbal intimidation: name calling, threats of violence

- social isolation: no participation in games or friendship groups, no partners in school activities,
- emotional abuse: withdrawal of affection, taunting with affections, emotional isolation, “no one loves you” (predominantly family members), • abuse of property: hiding items, destroying items, ‘trashing’ items
- cyber intimidation: bullying by e-mail, text, on line communication [WhatsApp, online gaming, text messages, to name a few]
- homophobic bullying: bullying motivated by a prejudice against a person’s sexuality; against a person who may not act like other boys and girls; verbal abuse, eg. “those trainers are so gay”
- racial abuse: verbal abuse, derogatory language, ridicule, threats, stereotyping comments.

Signs that a child is being bullied include

- withdrawn behaviour
- failure to thrive [academically and socially]
- lack of interest and motivation
- loss of self-confidence
- unwillingness to go to school [headaches, stomach aches]
- displaying ‘retaliation’ behaviour [adopting ‘bullying’ behaviour but at random]
- attention seeking behaviour as a cry for help

The Trust’s Policy for Behaviour and Discipline states that the MAT schools aim to provide a structured, stimulating and secure environment where all children feel safe, respected and free to learn.

Bullying will not be tolerated because a child who is being bullied does not feel safe, respected or free to learn. Our schools should take all reported cases of bullying-type behaviour very seriously. All staff must be very vigilant and the Behaviour Team is responsible for all procedures dealing with this.

Pupil voice should be given a very high priority and this is very apparent in all systems and procedures, including those in place for bullying.

PSHE lessons for all year groups tackle bullying and children are consulted when formulating an anti-bullying policy.

Information for Parents/Children

Procedures used in the management of bullying at King's Ford Academy

During Establishment, at the beginning of each academic year, the procedures for all behaviour issues should be explained to the children so they are aware of where to go and who to talk to if they have concerns; this should be reinforced throughout the year. This procedure is revisited and discussed regularly throughout the year with children.

Children should be taught to understand the definition of bullying and should be taught to understand that it refers to persistent incidents and not one-off friendship disputes.

'The Victim'

When a child informs us they are experiencing difficulties with a certain child or children:

- He/she talks with an adult experienced in dealing with these difficulties.
- Friends are detailed to 'keep an eye' on the him/her, and to ensure they always have someone to play with, sit with at lunchtimes etc.
- A MDA is detailed to monitor him/her, ensuring he/she is safe at all times on the playground at lunchtimes.
- ALL staff receive a message, explaining that he/she needs to be monitored for a set period.

Any incidents involving him/her will be reported to a member of the Behaviour Team

Meetings are arranged with his/her parents, where all procedures are explained, anxieties allayed and confidence boosted.

- Parents are given regular updates of developments.

Talk sessions with members of staff

These are vitally important in helping children cope with bullying because they:

- reassure the child that the bullying WILL stop
- show the child that someone will listen and take their problems seriously
- allow the child's fears and frustrations to be expressed in a non-threatening situation.

- gives the child increased self-confidence to face the situation
- allows the child to talk through the bullying with an experienced member of staff who can offer strategies to make the bullying irrelevant.

During these sessions the member of staff will work on raising the child's self-esteem by reinforcing their strengths and talents. The taunts and abuse are discussed and the child is made to believe they are irrelevant and must be rejected. It is explained that if the bully sees a 'submissive' reaction to his/her taunts it gives the message that even the 'victim' in a way believes the taunts.

Once the victim is able to reject them the bully has lost his/her strength.

The 'victim' is also offered the opportunity to 'face the bully', to express face to face how they feel. [This is very carefully supervised by experienced staff]
'The Bully'

When a child has been identified as a bully:

- he/she will be interviewed by a member of staff, experienced in dealing with this type of behaviour. [see separate section]
- it is possible he/she will be removed from the playground at break and lunchtime until we feel it is safe for him/her to be re-introduced [this is the Head's decision]. They will be able to socialise with chosen peers in the Break/Lunchtime Room during this time.
- when re-introduced to the playground, he/she will be monitored for a set period by a designated MDA.
- all staff are notified that he/she needs to be carefully monitored for a set period.
- his/her parents may be asked to attend a meeting, where all procedures and consequences are explained.
- if deemed necessary, he/she will be delivered to and collected from the school office/class teacher by parents each day.
- he/she will attend a 'face to face' session with the victim [at the victim's request] to LISTEN to how the victim feels.
- If the 'bullying' has affected a large number of children within a class and there is group responsibility, the 'leader' of the group will be identified and measures taken to stop the bullying. If necessary, the 'leader' may be isolated from the rest of the class for a set period, and the other members of the group given strategies to resist the control.

Interviewing the bully

Bullies are often very unhappy, insecure individuals, who bully others to make themselves feel more powerful. They often choose victims that have abilities or attributes that they would love to have themselves. It is therefore vital to raise the bully's self-esteem so there is no longer the need to bully.

At the interview the bully will:

- be told the bullying WILL stop and procedures and consequences explained.
- discuss the effects of his/her bullying on the victim and ways he/she can help that person feel safe again.
- have a 'face to face' session explained
- be allowed to talk about why he/she feels the need to bully.

Questions will be asked to determine whether the he/she is being bullied inside or outside school. The member of staff will spend time looking at the positive qualities of the bully, and how these can be used in a positive way, [to raise the bully's self-esteem].