

Brighter Futures Academy Trust

Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	July 2015	December 2017
C Webb	April 2018	April 2020

Luddendenfoot Academy
Policy Statement for Behaviour

Rationale

Our behaviour policy and its management plan are based on the following principles:

Everyone has the right to learn.

All teachers have the right to teach.

Everybody has a right to safety.

It is the responsibility of all to make sure we behave in such a way that everyone can enjoy these rights.

Through our behaviour policy we aim to foster a culture where all members of the school community become intrinsically motivated to make the right choices through developing the character traits of:

Resilience (effort)

Respect (for others/ property/ self)

Responsibility

Reflectivity

Resourcefulness

The behaviour policy also fosters a culture where the Conventions of the Rights of the Child are embedded.

Aims:

1. To provide a safe and happy learning environment.

2. To develop children's sense of rights and their corresponding responsibilities.

3. To ensure a positive approach to behaviour management which ensures continuity and consistency in the approach of all staff.

4. To ensure **high expectations by all staff at all times.**

5. To create a caring ethos and promote the values of being a good citizen.

6. For staff to act as a positive role model for the characteristics and social skills which we foster and expect of children.

7. To work in partnership with parents and children to ensure consistent expectations.

Conclusion

This policy seeks to encourage mutual respect, responsibility and self-discipline and should be used in conjunction with other school policies and to work in partnership with parents. Parental support is essential if our behaviour policy is to be effective.

This policy links directly to the:

Policy for Safeguarding

Special Educational Needs Policy

Single Equalities Policy

Anti-Bullying Policy

PHSCE policy and curriculum

The Conventions of the Rights of the Child

The Code of Conduct

We have identified 5 characteristics which are essential for children to develop in order to function socially, orally, spiritually and culturally as a citizen within our society. Our Code of Conduct:

1. We are kind and care for each other.
2. We are good listeners and learners.
3. We remember to use our manners.
4. We look after our things.
5. We move around school sensibly.

Alongside the Code of Conduct we develop in children a love of learning and the life-long learning skills that they need to become a fully contributing member of our society. The 5 R's, reflectivity, responsibility, resourcefulness, resilience and respect are needed in all areas of life. Children are encouraged and coached to accept responsibility for their own actions as well as to protect the rights of others.

Guidelines

To establish and implement a common framework of acceptable behaviour:

- In order to show their commitment to the aims of the school, parents will be asked to sign the home school agreement, along with the children.
- Staff and parents will work together not only to solve any problems, which may arise, but also to avoid them through the development of a shared understanding of appropriate behaviour.
- Parents must be kept informed if there are issues with a child's behaviour and minutes of meetings, phone calls, strategies agreed recorded using CPOMS
- Following the Code of Conduct and the shared responsibilities that it embodies, is taught explicitly as part of PHSCE and linked to collective worship themes.

Positive rewards at Luddendenfoot Academy

We have a wide range of positive rewards within school. Each class will follow a uniformed reward system in school namely the DOJO system. Children can collect dojo points and use these to buy items from the school shop.

As a school we also use:

- Stickers
- Treat sticks
- Individual behaviour charts adapted for specific children.
- Head teachers awards
- Certificates
- Positive Praise

Each class are also awarded £50 at the start of the academic year. This is used to pay for any class equipment that is damaged or broken. The money that is left at the end of the year can be spent on new resources for the classroom.

As a whole school we operate the following positive reward systems:

Weekly praise assemblies reward the following with a collectable pin badge for:

- Academic achievement

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Half termly praise assemblies which reward children with a collectable pin badge/certificate for:

- Academic achievement
- Musical achievement
- Good role model award
- Sporting/sportsperson
- Creative/expressive arts
- 100% attendance certificate per term.

End of year praise assemblies:

- Accelerated Reading Award KS2 (trophy)
- Pupil of the Year – each class (trophy)
- Special Mention – each class (trophy)
- Helping Hands (EYFS/KS1 and KS2)
- 100% attendance

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The principles which consequences are based upon are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents when deemed appropriate

Guidelines for classroom management of positive discipline and Good behaviour

- At Luddendenfoot Academy we operate a traffic light system to promote responsibility for our own behaviour and fair and positive outcomes. Children will strive to remain on their “Green light” for the whole week. Each day will start with a green light.
- If children are not following the Code of Conduct, it must be made clear to them why their behaviour is unsafe or that they are not making the right choice and what the consequences of their actions are.

Guidelines for positive discipline and the language of choice

The language of choice is used to help children make the right choices. It also ensures that there is a win-win process where the staff member or adult is not telling the child off, but is opening a dialogue about their behaviour and why the child feels a need to behave in this way. **It allows time for reflection for all involved.**

In using the language of choice the following route must be followed:

1. Address the child by name first
2. **State the behaviour** – use a firm tone and if possible gain eye contact (e.g. I’m sure that tapping your pencil is a lot of fun, but you are distracting others and not trying your best...)

3. **State the choice and consequence** (e.g. you have a choice, either you can start your work, show what your best is, or you will have to make up the time in lost learning time...)
 4. **It's your choice** – (“it’s entirely up to you, it’s your choice.”)
 5. **Encouragement and time** – (I will be back in 2 minutes when I’ve helped....and I’d like to see that you have started. I know you can make the right choice/ decision. Thank you)
- **If after, the opportunity for reflection (following low level disruption), children still continue to make the wrong choice. Then an Amber light will be given.**

Amber – all amber lights will be monitored in the class behaviour log

Where children are consistently making the wrong choice an amber light is given. (Making the wrong choice three time.) See low level disruptions. The consequence of this is to miss half a playtime.

Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, talking when the teacher or others are talking, negative use of body language, stopping others from working.

Red – all red lights will be monitored in the class behaviour log. Chn on a red light will go to the room for improvement at lunchtime effectively missing their play.

Children on an amber warning that continue to make the wrong choices will be given a red light. Children will also be given an instant red light for medium level behaviour.

Medium level - This is behaviour that could lead to involvement of a senior teacher.

Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing, insolence, fighting and refusal.

The following would result in an instant red card and removal from the classroom to the ‘Room for Improvement’.

High level - This is serious behaviour that would lead to involvement of the Head of School or Deputy/Assistant Head of School (and that could put a child at risk of exclusion).

Examples would be: continually behaving in any of the above ways **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the request of a member of staff, racist remarks/comments, bullying.

If it is necessary for a child to have an end consequence/follow up, after the ‘Room for improvement’ as part of their behaviour choice, this should be personal to the child.

Instant exclusions (within school)

- Ⓞ We will not tolerate verbal or physical abuse of staff in school. Any child who swears at a member of staff or physically assaults will be immediately referred to the Head of School or Deputy Head of School. Their parents will then be called into school to discuss further options.
- Ⓞ Any child who is fighting at any time of the school day will face an immediate exclusion from the classroom and their parents will be informed of this. It **MUST** be recorded using CPOMs.
- Ⓞ **INCIDENTS MUST BE RECORDED AND SIGNED BY STAFF WITNESSING THEM AND THE CHILDREN INVOLVED.**

Exclusions

Room for Improvement

Children who do not behave in the agreed manner in class, around school or at playtimes and lunchtimes can be put in the room for improvement at lunchtimes. Whilst children focus their attention on what is expected. Parents are contacted to explain why their child is missing their lunchtime break. This will be in the form of a text sent home. Teachers need the agreement of a member of the senior management team to put a child in 'room for improvement'.

Playtime exclusion

Children who have work to finish in class due to low level disruption may be asked to stay in at playtime and are supervised by a teacher in year 6 classroom.

Internal exclusion

At Luddendenfoot Academy, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. An internal exclusion may also include a day attending another school that is part of the Brighter Futures Academy Trust. This action would be discussed with parents.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Head of School or in her absence the Assistant Head of School, with agreement from the Executive Headteacher (EHT), can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Head of School or Deputy/Assistant Heads of School.

Finally, and in the last resort the Head of School in agreement with the EHT can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour.

In all cases of exclusion, both fixed term and permanent, the school will comply with Calderdale's guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with exclusion.

Lost Learning Time

Any child who does not complete work, either the required amount or to the required standard, should complete this in lost learning time and only for the lost learning time stated. . Preferably with some instructions for the adult supervisor in case the child is stuck or so that standards are met. This should be done within the classroom and not the 'Room for Improvement'.

Children causing concern

- Ⓧ If there are any children where behaviour is a cause for concern class teachers must inform the phase leader or SENCO as soon as possible.

- Ⓢ Red cards will be monitored within school. For those children who are on a repeated red card the following behaviour plan will be put in place.
- Ⓢ All incidents of the behaviour that is causing concern MUST BE RECORDED.
- Ⓢ The class teacher should speak informally to the SENCO and complete the referral forms for her support.
- Ⓢ ALL INCIDENTS AND PROCEDURES MUST BE RECORDED.
- Ⓢ An individual behaviour plan will then be put into place which will be actioned and monitored by the SENCO and class teacher
- Ⓢ Parents should and will be informed straight away if their child's behaviour is becoming a cause for concern.

Children with identified behaviour problems

A register is to be drawn up of identified children and kept in the inclusion file.

There are children who may not respond to the wider behaviour policy.

These children should have behaviour targets on their IBP, and they must be aware of them. The BSP (Behaviour support plan) should identify individual arrangements.

In a situation where the child's behaviour is a cause for severe concern the child should be removed from the classroom. The Head of School or Deputy should be sent for and work must be set for the child to do in a suitable room. The Deputy Head or Head teacher should be informed and the incident recorded.

To protect the safety of all children, fighting will not be tolerated. Any incidents will be dealt with by the Head of School and parents informed immediately. If the Head of School is not available the Deputy Head will speak to parents. Any member of staff on non-contact time will supervise the child in isolation with the work provided by the class teacher. Parents will be invited into school and behaviour monitoring procedures put in place. In very rare cases it may be necessary to exclude a pupil, but this is usually at the end of a very long process involving teachers, parents and other agencies. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately.

Playtime and Lunchtime

- Ⓢ At playtime and lunchtime the same rules, sanctions and expectations apply.
- Ⓢ A record of incidents will be kept and recorded on CPOMs.
- Ⓢ Staff must deal with inappropriate behaviour in line with the sanctions. If any member of staff feels they need support they should send a red card to the head of school.
- Ⓢ A reflection bench will be used as a time out area at playtime and lunchtime and should be time limited.
- Ⓢ Where a child has particular difficulties at unstructured playtimes, arrangements to meet their needs should be explored. Parents must be kept informed if a child is to stay in or help in another Key Stage for a fixed period of time.

Strategies for promoting positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them.

Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write worries and/or concerns down on a worry slip which is then placed in the worry box. These are checked and followed up by either the Learning Mentor or class teacher.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- o Your position in class
- o Your proximity to disruptive children
- o Your facial expression
- o Your tone of voice
- o Your posture
- o Your choice of words
- o The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement. All staff within including administrators, site supervisors and teaching staff can award dojo points to reward positive behaviour.