



## Behaviour and Discipline Policy – 2021-2022

### **Aims and expectations**

It is a primary aim of our academy that every member of our community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all (see academy aims). The academy Behaviour Policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of our Behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of our community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way, taking into account individual needs and situations.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our community.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti social behaviour.

## **Rewards and sanctions**

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children and show appreciation through praise and compliments
- planning our teaching to include all learners, thus encouraging equality of opportunity
- maintaining an atmosphere of calm in our classrooms so that learning can take place
- being a good role model and setting a good example
- valuing all children's contributions
- organising our classroom to promote good behaviour by ensuring that the furniture suits the learning intention
- children can be rewarded for quality work, good behaviour or a positive attitude with house point, pasta in the jar or dojo points
- outstanding work/effort can be sent to the Headteacher for a special letter of praise
- we celebrate success in our Achievement Assembly on a Friday.
- any child who attends our academy for a full term i.e. 100% attendance will receive a congratulatory certificate and a 100% PTB band.
- any class that has a weekly total of 100% attendance will receive 5 minutes extra on their Friday playtime. This will be taken prior to the rest of the children coming out to play and will be supervised by the class teacher
- we also operate a 'Star Award' each term. Two pupils are selected from each class for this prestigious award.

## **Classroom organisation**

- all children are welcomed into the academy at 08:45 although school does not officially start until 09:00
- teachers are well prepared and therefore ready to meet and greet their children
- teachers will welcome their children into the academy and expect them to enter the classroom in a calm and orderly manner to ensure a purposeful start to the learning activity
- classroom rules will be clearly displayed and frequently referred to
- there is a clean floor policy. At the end of each session equipment and books should be returned to their rightful place. Class monitors can be used to complete specific tasks.
- children are expected to take pride in their work. Expectations for presentation should be clearly displayed and referred to by the class teacher
- learning intentions and success criteria for each session should be clearly visible and shared/reviewed with the children
- display is a powerful tool for motivating and engaging children's interest. Class displays should be changed frequently. Maths, English and Cornerstones (National Curriculum subject) displays will be high profile.

## **Sanctions**

The academy employs a number of sanctions to ensure a safe and positive learning environment. The academy 'Ladder of Consequence' (appendix 3) is displayed in every classroom and reviewed with pupils on a regular basis. We employ each sanction appropriately to each individual situation:

- we expect children to try their best in class. If they do not do so, we may ask them to redo a task
- if a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she has calmed down and are able to work sensibly again with others.
- the safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session
- a child who is persistently being moved away from others or generally disrupting teaching will take a standard letter home from the class teacher inviting parents/carers/carers to speak to the child/come and see the teacher (appendix 1).
- sometimes there may be a need to give a pupil time-out in another class. This strategy is to be used sparingly and children should take work with them. On arrival the child should be directed to the isolation table and thereafter, as far as possible, ignored. An egg timer could work as a timer, otherwise the teacher makes the decision as to how long the child remains absent from the class
- if a child exhibits extreme behaviour a message, is sent to the Headteacher who will remove the pupil from the classroom. In these cases, this will be logged using the schools 'Child Protection, safeguarding and pastoral welfare monitoring system' (CPOMs) as a 'behaviour incident' as soon as possible by the teacher or member of staff who dealt with the incident.
- In cases of persistent extreme behaviours parents/carers, the Special Educational Needs Co-ordinator (SENCO) and Headteacher will meet to implement a 'behaviour support plan and risk assessment' (appendix 2). At this time the school will look to implement a 'multi agency approach' to addressing the needs of the child. In some cases, the plan may require appropriately trained staff members to be available at short notice to assist the teacher (see policy on physical intervention). In these cases, all incidents must be logged on the schools CPOMs system as a behaviour incident and this may also need to be logged under further categories. Staff should seek advice from the SENCO or a member of the Senior Leadership Team.

## **The role of the class teacher**

- it is the responsibility of the class teacher to ensure that their class behaves in a responsible manner during lesson time
- the class teacher treats each child fairly and enforces the classroom code (the Ladder of Consequence (appendix 3). consistently. The teacher treats all children in their class with respect and understanding
- the class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or a specialist behaviour support teacher
- the class teacher reports to parents/carers about the progress of each child in their class. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child

- problems arising from incidents at playtime and lunchtime must not be allowed to spill over into teaching time. If necessary, explain to pupils that problems will be sorted out at the next playtime. Adult mediation will be available, if needed.

## **The role of classroom support staff and other adults employed by the school:**

- it is the responsibility of all members of staff to support the class teacher to ensure that children in their classes behave well. All staff should apply the 'Ladder of consequence' whenever they feel that this is appropriate.
- all staff must ensure that the academy policies in relation to behaviour and health and safety are implemented consistently throughout the school day in all areas of the Academy and during off site activities.
- staff are encouraged to engage all children whenever they meet them regardless of if they work directly with them or not. For example, adults should smile and speak to children when they pass them in the corridor.
- staff should also stress to children the academy expectations of behaviour outside the classroom such as the need for walking calmly and quietly through the building and using good manners, such as allowing adults to pass by, at all times.

## **The role of the Headteacher**

- It is the responsibility of the Headteacher, under the Education and Inspections Act 2006, to implement the school policy, based on the principles set by the academy Governing Body, and to report to Governing Body, 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 in the academy
- if a child is so disruptive that he/she needs to be removed from class, a message is sent to the Academy office for the Headteacher to be contacted. If the Headteacher is absent, the Deputy Headteacher will be contacted and the Assistant Headteacher will intervene in the absence of both
- children are not to be left unattended at any time. They must always be supervised by an employed member of the academy staff who is appropriately qualified and trained to meet the needs of the child.
- on occasions, the class teacher may ask the Headteacher to monitor a child's behaviour for an agreed period. This will be completed using the Headteacher Behaviour Monitoring Sheet (appendix 4)
- targets will be set which relate to improving areas of the child's behaviour. If this fails to happen, parents/carers/carers will be called into the academy to meet with the Headteacher, teacher and child
- a system will be put into place, which will be tailored to the individual child's needs. This may take the form of a 'Contact Book', rewards for good behaviour which can be earned daily or a chart system rewarding agreed targets. If there is no improvement in behaviour the parents/carers/carers will be called back into the academy to further discuss the problems

## **Exclusions**

Exclusion of pupils, whether on a fixed period or permanent basis, is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this sanction solely to the headteacher or, in the

absence, the Deputy or Assistant head teacher in charge. The school follows up to date guidance from the Department for Education when considering exclusions (appendix 6). These will take the form of the following:

- lunchtime exclusion
- temporary exclusion
- permanent exclusion

If a child is excluded a letter will be sent to the parent/carer (appendix 5). Calderdale Council Education Welfare Team can be contacted for further advice (see appendix 7).

The Academy has an Exclusions policy which can be referred to.

## **Equal opportunities and inclusion.**

The Academy has a policy of inclusion. All children will be treated fairly and equitably. Children with Special Educational Needs (SEN)/ Emotional and Behavioural needs will have Individual Education Plans or Behaviour Support Plans/ Behaviour risk assessments. As a staff we endeavour to do our best for all learners in our academy and where appropriate the following may be appropriate:

- a child who requires support with their behaviour will be placed on our 'Individual Needs Register', with the parents/carer's full knowledge. An Individual Education Plan/ Behaviour Support Plan will be written to address the areas of concern
- the involvement of external agencies, such as Behaviour Support and Educational Psychologists, will be sought, with parental permission, where a child is in 'Child Support Plus' or above on the S.E.N. Register
- Individual Plans will be devised to meet the needs of the individual child. However, where these prove ineffectual the Headteacher may follow the exclusion procedures.
- children on the Vulnerable Children's Register will be monitored, both socially and educationally, by the academy's SENCO
- Behaviour incidents will be recoded using the academy's CPOM's system.

## **Partnership with parents/carers**

- the academy works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at academy
- we explain the academy/class rules in the academy prospectus, and we expect parents/carers to read these and support them
- parents/carers are the principle educators of their children. As such, they have a very powerful effect on their children's behaviour and can be a valuable asset to the academy
- if parents/carers have any concern 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 the concern still exists they should contact the academy Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (see the academy complaints policy)
- parents/carers will be kept informed of these changes through regular notices in the 'Broadcast' and Assemblies
- as part of our commitment to working in partnership with parents/carers, their comments on this Behaviour Policy are welcomed.

## **Bullying**

- Our Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear
- issues of bullying are investigated by following this procedure:
  1. child or parent informs an adult member of staff or a Play leader who then informs a responsible adult
  2. initial investigation by class teacher
  3. further investigation by a member of the Senior Leadership Team and/ or the Headteacher (if required). The child will be included in all aspects of the Headteacher's investigation
  4. parents/carers are involved when it is felt necessary and at the earliest opportunity
  5. outside agencies involved if deemed necessary
  6. all confirmed cases of bullying will be recorded on the schools CPOMs system.

**See Anti-Bullying Policy**

## **Racial and Sexual Harassment**

- these issues are dealt with in the same way as bullying. A record of any racial incidents recorded before February 2015 is kept in an Incident Book, which is kept in the academy office.
- Any new incident (from February 2015 onwards) will be recorded in the CPOMs system.

## **Use of Force by Staff to Control or Restrain Pupils**

The Education Act 1997 (Section 4) clarified the position about the use of physical intervention by teachers and other school staff authorised by the headteacher to control or restrain pupils. Where necessary, reasonable force may be used to control or restrain pupils. At Bolton Brow, all staff who have been trained in "Team Teach" techniques are authorised to use physical intervention if a pupil is:

- injuring themselves or others
- causing significant damage to property
- engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

The provision applies when a member of staff is on the school premises, and when he/ she has lawful control or charge of the pupil concerned elsewhere e.g. on a school trip or other authorised out of school activity.

In this academy, force will only be used when all other options have been unsuccessful. When necessary, the minimum amount of force will be used for the shortest period of time in line with the **Bolton Brow Primary Academy Policy for physical intervention**. Any actions taken will be in the best interests of the pupil and be reasonable, justifiable and proportionate. All incidents will be recorded and parents/carers/carers informed.

## **In-service staff development**

Where linked to the School Development Plan in-service training relating to behaviour, discipline and anti-bullying will be provided. All staff will be invited to such training. If relevant to performance management/ appraisal targets or as part of professional development individual members of staff may be asked to attend Continued Professional development opportunities.

## **Complaints**

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied they can lodge a complaint through the school's complaints procedure. A copy can be requested from the academy office or can be accessed on the website

[www.boltonbrow.com](http://www.boltonbrow.com)

## **Review**

The policy will be brought to the attention of all academy staff annually. It will be available on the academy website and in the academy staff handbook and made available and discussed as part of Induction procedures for new staff, work placement students and volunteers.

P Kelesidis (Headteacher) February 2022

Signature:

Jo Beardwell (Chair of Governing Body)

Signature: \_\_\_\_\_

Next review = February 2023

To be reviewed – Annually