

TUXFORD
Primary Academy

Appendix to Behaviour Policy 2020

Office use

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| Associated documents: | | | |
| <ul style="list-style-type: none"> Local Academy Behaviour Policies Local Academy Safer Internet Use / Personal Information Devices policy Local Academy Uniform Policy | <ul style="list-style-type: none"> Trust Anti-Bullying Policy Trust Exclusion Policy Trust Safeguarding and Child Protection Policy | | |
| Links to: | | | |
| <p>Exclusion from maintained academy and academies and child referral units in England 2017 www.gov.uk/government/publications/schoolexclusion Equalities Act 2010 www.gov.uk/government/publications/equality-act2010-advice-for-schools Searching, screening and confiscation 2018 www.gov.uk/government/publications/searchingscreening-and-confiscation</p> | <p>Keeping Children Safe in Education 2018 www.gov.uk/government/publications/keepingchildren-safe-in-education Working Together to Safeguard Children 2018 www.gov.uk/government/publications/workingtogether-to-safeguard-children SEND Code of Practice 2014 www.gov.uk/government/publications/send-code-ofpractice-0-to-25 Use of reasonable force in schools 2013 www.gov.uk/government/publications/use-ofreasonable-force-in-schools</p> | | |

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Aims

This policy exists to:

- Ensure children are taught moral values and attitudes that strengthen their respect for themselves and others.
- Provide children and staff with an environment that is conducive to high achievement.
- Promote respect and celebrate individual differences.
- Ensure a consistent, positive approach to behaviour management throughout the school, regardless of the position held by staff.
- Foster a safe and stimulating learning environment for all members of the school community.
- Ensure the emotional, social and learning needs of individuals are met.
- Establish clear procedures for managing unacceptable behaviour.
- Encourage the active and early involvement of parents in developing positive behaviour, both in school and at home.

We know that children need to feel secure in their expectations of the school and confident in the rewards and sanctions they can expect. To this end, it is important that all staff, volunteers and students adhere to the systems described in this policy to ensure the academy sustains an effective climate for learning.

Ethos

Tuxford Primary Academy believes that respect and strong moral values are the key principles underpinning a whole school policy promoting positive behaviour.

As a school we acknowledge the importance of the 5 areas outlined within Every Child Matters (2005). These are that every child has a right to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and achieve economic well-being. These principles are still reflective of the needs of our children.

In consultation with the children, staff, parents and governors at Tuxford Primary Academy, we have developed this policy to encourage children to work together to maintain this ethos and create an effective climate for learning within our academy.

Expectations

All children, staff, parents/carers, volunteers, students and governors seek to work together to promote the school golden values that underpin all other values, charters and agreements.

All members of the school community have roles and responsibilities in promoting and abiding by these golden values which are a part of the school moral code.

Our Golden Values

- Be gentle
- Be kind and helpful
- Always try to do your best
- Look after property
- Listen to people
- Be honest

Our Golden Values will remain unchanged but routines that support good behaviour will vary from time to time as necessary e.g. lining up procedures, classroom routines.

Staying on Green & Going for Gold

Every day pupils will start on 'Green'. This is shown clearly by their name being visibly displayed on 'Green' regardless of incidents that may have occurred on a previous day. All classrooms will have a Staying on Green display.

The form this may take is that of traffic lights; **Green**, **Yellow** and **Red** but staff may demonstrate more creative approaches.

Pupils should be following the school's golden values at all times and if they maintain that behaviour then they remain on '**Green**'. Pupils who do not adhere to the Golden Values and are seen to break them will be given a warning by the member of staff present.

Warnings should not be marked on a class board or chart. If two warnings are given then the child moves to '**Yellow**'.

A further warning may be given if the behaviour persists and then the child is moved to '**Red**'. '**Red**' means that the behaviour has been unacceptable and a red card is issued. A child may move to **Red** in the event of any poor conduct. (**See Rewards and Sanctions**)

The teacher/ staff member giving the red card must record the incident and the child's name on the red card. The child is then sent **immediately** to the Principal's Office. A child who is on red automatically loses their next break and lunch break (this may be extended at the discretion of the SLT). A child who receives two red cards will have their parents contacted by the class teacher and will take part in 'peer mediation' by a member of the SLT. (**See Restorative Justice**)

Children will achieve Gold if they are consistently following the Golden Values and have gone above and beyond expectations. This could be academically as well. ([See Appendix 1a and 1b](#))

Other strategies used to promote positive self-esteem and good behaviour:

1. A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.
2. Positive attitude and learning about behaviour will be taught regularly through the PSHE programme and 'Peer mediation' where appropriate.
3. Listening systems (Bubble Time and Circle Time) will be employed in each class so that children know how to indicate to the teacher that they need to talk about something that is worrying them.
4. Praising/rewarding children who are exhibiting appropriate behaviour.
5. Afternoon sessions may begin with 'Tell-a-good-tale' to encourage the positive aspect of lunchtimes and accustom the children to talking positively about each other.

Blue Slips (Blues)

Keys Stage 1 and Key Stage 2, a Blue Slip will be issued to the child's parent/carer because of one of the following:

Uniform is incorrect
No PE Kit in school on day of PE
lesson Planner not in school
Homework not handed in on time

At TPA, we emphasise rewards and our rewards outweigh our sanctions. We ask that parents/carers try to help their child be a part of our rewards process. ([See Appendix 2 and 3](#))

Roles and Responsibilities

Staff will:

- At the beginning of each academic year establish with the class a clear code of conduct or class charter phrased in positive language, e.g. 'We take pride in the presentation of our work.' These should be prominently displayed in the classroom.
- Use praise for achievement, appropriate behaviour, skills and effort. Where appropriate, underpin this praise with the 'Staying on Green, Going for Gold' system.
- Give more attention to positive behaviour, than negative. **Only** write positive lists of names. Where children behave inappropriately, follow the 'staying on green' procedures.
- Be on time to collect their children from the playground; children should be calm, safe and quiet before entering the classroom.
- At the end of a session accompany the class quietly and calmly to the playground to ensure their safety.
- Be prepared for the lesson to ensure pupil engagement.
- Be aware of the individual social, emotional and learning needs of the class and have planned and prepared to meet these needs.
- Start every lesson with the learning intention, the success criteria and 'the big picture or 'big question', ensuring understanding by all.
- Establish a very clear method of getting the attention of the class that **does not require shouting**, and sustain this throughout the year.
- Establish routines so that at the end of each lesson, children leave the class in an organised and calm manner.
- Give all children responsibilities.
- Ensure that the classroom environment is stimulating and organised and values achievements. For example, all children should have at least one piece of work displayed at all times.
- All children should be given opportunities to reflect on their learning in either Bubble or Circle time.
- Encourage children to actively participate in self-assessment of their own learning and behaviour.

- Take all bullying, sexism, racism and homophobia very seriously. Tell children when and how you will address the issue. These incidents should be recorded on My Concern and reported to the Principal before the end of the day.
- Seek advice when inappropriate behaviours continue despite teacher guidance (SLT).
- Verbal or physical abuse of staff or pupils is not permitted. Teaching staff must seek immediate SLT support. Such abuse will result in a fixed term exclusion.

We believe that excellent teaching and learning promotes positive behaviour, therefore, all teaching is underpinned by the school 'Teaching and Learning Policy'

All staff, in the promotion of positive behaviour, are expected to:

- Praise children modelling the Golden Values as they move around the school.
- Praise pupils for appropriate positive learning responses.
- When monitoring hallways during transition from playtime to lesson time, arrive promptly and use non-verbal and verbal reminders of expected behaviours.
- Greet children to show them they are respected.
- Deal calmly with inappropriate behaviour in relation to the Golden Values. To ignore it is to condone it.
- Take every opportunity to praise good behaviour to parents.
- Consistently follow the 'Staying on Green' system.
- Do all they can to avoid humiliating, shouting, over reacting, blanket punishment, over punishment, sarcasm and labelling children.

All children, in the promotion of positive behaviour, are expected to:

- Arrive at school every day on time and ready to learn.
- Line up calmly and appropriately in the playground ready for their teacher.

- Move calmly, when directed, in the school building.
- Listen to each other and adults and consider each other's feelings.
- Use a calm voice while in the school building.
- Only enter the school building at break or lunchtime if they have permission from a member of staff.
- Ask for support when needed.
- Treat all within the school community with respect.
- Follow the school's Golden Values.

All parents/carers, in the promotion of positive behaviour, are expected to:

- Talk to their children about the school expectations of work and behaviour.
- Encourage children to discuss problems.
- Attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning. Parents are invited to make meetings with the teaching staff or the Principal as they require.
- Ensure that their child attends school regularly and on time.
- Behave in an appropriate manner towards all staff and pupils within the school, e.g. speak to staff and pupils calmly and with respect.
- Praise children for Staying on Green or going to Gold.

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. A **Home-School Agreement** will be sent out for signing when a child begins the school and to those children who have not received it previously, at the beginning of the year.

It is important that teachers can depend on parents' full support in dealing with their child's behaviour.

To support parents, the school community will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comments on their child's work and behaviour;
- communicating regular information about school events, achievements and issues of concern;

- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parent informed of school activities by letter, newsletter etc; involving parents at an early stage in any sanctions, peer mediation or referrals with the Bassetlaw Behaviour Primary Partnership team.

5 The Midday Supervisor Role

The Midday Supervisors are responsible for responding to pupil behaviour in the first instant. Unacceptable behaviour should be responded to appropriately with encouragement to make the right choices using the golden values. If deemed necessary the Senior Midday Supervisor should be informed. Unacceptable behaviour resulting in a red card should be reported to the Principal and normal procedures followed. Pupils who need to calm down will be asked to walk around with the supervisor for a short time. Persistent negative behaviour during this period is liable to the same behaviour sanctions, including exclusion where necessary.

Rewards & Sanctions

In addition to Staying on Green/Going for Gold, **all members of staff** reward children with house points for effort, progression, looking after the environment and looking after others. The House Points are collected and celebrated on a weekly basis during celebration assembly by the House Captains.

Celebration Assembly

Every week, class teachers nominate and celebrate the achievements of a member of their class - one for behaviour (VIP Lunch Invitations) and one for achievement (Star of the Week award). These achievements will be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly and each child receives a certificate from the class teacher which states the achievement.

Inappropriate behaviour

Children are able to see that the breaking of any golden values has consequences that result in the loss of privilege e.g. 'Break time' and the recording of a reflection sheet with SLT.

Where children are displaying behaviours of concern and the policy is proving insufficient / ineffective, the class teacher should decide whether to proceed along the Behaviour Pathway. Certain types of behaviours also need very clear consequences. (See Appendix) Any racist, homophobic or discriminatory comments must be recorded on My Concern and brought to the Principal's attention.

Most behavioural incidents will be managed through following steps 1 – 2 above. Where children are not responding to this system, an individual behaviour programme/ behaviour chart/ a Pastoral Support Plan using the restorative justice model will be drawn up with support from the Senior Leadership team in the first instance and then with the support of the Special Educational Needs and Disability Co-ordinator. If problems persist parents will be involved when behaviour programmes are drawn up.

The school will liaise fully with such agencies as the Police, Education Welfare, Bassetlaw Behaviour Partnership, Social Services, Health Services and the Educational Psychology Service as appropriate.

Poor Conduct

In cases of extreme misbehaviour the school will consider the use of Exclusion.

In the unlikely event of the following incidences occurring:

- a. Verbal/ physical abuse of an adult in school
- b. Sexual abuse
- c. Racist abuse
- d. Extreme physical aggression

The Principal will assess the severity of the situation and contact parents/carers if necessary. It is within the Principal's right in judging the severity of the incident to choose to exclude either permanently or for a fixed period.

School Trips

On academy organised trips, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.

Pupils must follow staff instructions at all times.

Pupils who misbehave on academy trips, or behave in an unsafe manner, risk the following:

- a. incurring sanctions upon return to the academy (Red card)
- b. not being permitted to go on subsequent academy excursions

- c. being returned home immediately. In some cases, parents may be asked to collect their child

Safe Holding and Physical Restraint:

We follow the guidance in the DfE document, Use of reasonable force in schools.
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff aim to intervene at an early stage to prevent issues from arising or escalating. Most support staff are trained in CRB (Coping with Risky Behaviours) and are therefore skilled in the diffusion of a situation in order to avoid the use of handling. The use of physical restraint is reserved for extreme circumstances to prevent harm to the child, other children or a member of staff. Every effort is made to avoid confrontation and to de-escalate a situation however there are occasions where restraint is necessary to ensure pupil and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other pupils. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept of all events on My Concern and in the Safe Holding log book kept centrally in the Principal's office.

All members of school staff have a legal power to use reasonable force. It can also apply to people who the Principal has temporarily put in charge e.g. an adult volunteer.

Reasonable force can be used to prevent students:

- Hurting themselves or others.
- Damaging property.
- Causing disorder.

Definitions: Force is usually used either to control or restrain.

Term Definition

Reasonable - No more force than is needed given the circumstances.

Control - Either passive physical contact such as blocking a pupil's path or more active physical **contact** such as leading a pupil by the arm.

Restraint - To hold back physically e.g. during a fight.

Reasonable force can be used:

- To remove disruptive children from a classroom or playground area.
- To prevent a student from behaving in a way that disrupts a school event.
- To prevent a student leaving the school premises where to do so would mean them risking their own safety or others.
- To prevent a pupil from attacking a member of staff or another pupil.
- To restrain a pupil at risk of harming themselves.

Reasonable force cannot be used as a form of punishment. There is a legal duty to make reasonable adjustments for disabled children and children with SEND. Special consideration for students with ASD: As autism is a disability affecting communication, some young people will not be reliable in their ability to inform their parents if force has been used. Communication difficulties may also mean that children with autism do not know what 'appropriate force' is or why they are being disciplined. This makes the need for parents to be contacted particularly important and to ensure that these practices are transparent and accountable. (Using guidance from 'Treehouse', a national charity for autism education).

When reasonable force is used:

- The Principal will consider which staff would benefit from specific training e.g. CRB (previously MAPA training in line with appropriate training review timelines).
- Parents will be contacted if force or restraint have been used and asked to attend a meeting to discuss the incident. (This is not a legal requirement).

Where there is a complaint:

When a complaint is made the emphasis is on the person making the complaint to prove that the allegations are true and not for the member of staff to show that he/she acted reasonably

Other physical contact:

It is not illegal to touch a pupil. There might be physical contact with a pupil when:

- Holding the hand of a child when walking around school.
- Comforting.
- Congratulating or praising.
- Demonstrating how to use a musical instrument or exercises in PE.
- Giving first aid.
- Providing agreed intimate care.

Restorative Justice

- Restorative justice is defined not in terms of those who are to blame 'getting their just desserts' but as 'all those affected by an "offence" or incident being involved in finding a mutually acceptable way forward'. In this context the 'offenders' or wrongdoers are also recognised as having been affected and therefore involved in finding the way forward. (Hopkins: 2002)

At Tuxford Primary Academy where steps 1 and 2 of the schools behaviour policy continue to not meet the needs of a pupil/s then a member of the senior leadership team will ask the pupils involved to take part in 'peer mediation' in which all pupils involved in the incident have an opportunity to discuss and identify incorrect behaviour and witness how this impacts on others.

This approach supports all pupils and staff to build a school community that not only repairs harm where it occurs but also supports pupils to develop nurturing relationships with both staff and other pupils.

Staff will use appendix 5 as a model for all 'Peer mediation sessions' with all pupils involved.

Uniform Policy

The Academy's uniform policy is designed to encourage a purposeful and effective climate for learning and is fully explained within the separate Uniform Policy within pupils' planners. Failure to wear the correct uniform will result in a blue slip being sent home to communicate with parents. **(See Appendix 2 and 3)**

Bullying

The school has a separate policy for dealing with incidents of bullying.

Exclusions

Exclusion from school is used only as a last resort. There are two types of exclusion: fixed term and permanent exclusion. Exclusion may be used for the following:

- Physical assault on any member of staff.
- Unprovoked physical attack on a child.
- Threatening behaviour using an object as a weapon.
- Dangerous behaviour (including sexual) to oneself or others. Nottinghamshire procedures for exclusions are followed and reported to Senior Principals, Trust Safeguarding lead and Governors.

The process is carried out in such a way as to ensure that children have a full understanding and are supported in managing future behaviours.

Pupil Voice

Our School Council are regularly consulted regarding behaviour and their views on the policy in school.

Monitoring

Good and unacceptable behaviour will be monitored and evaluated by the class teacher and the Senior Leadership Team at regular intervals. The Principal will report regularly to the Governing Body regarding behavioural issues.

Good behaviour will be rewarded and unacceptable behaviour will be challenged.

Confidentiality

DALP will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same academy (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

Review

This policy will be reviewed annually. The next review will be November 2020.



GOLD AWARD

HAS RECEIVED THIS AWARD BECAUSE


SIGNED:

DATE:



Appendix 1b: Example of a Red Card

RED CARD



Names:

Date:

Incident:

Signed:

Appendix 2: Blue Slip for Early Years and Key Stage One



Dear Parent, we want you to be aware that this 'Blue' has been issued because of one of the following:

- Uniform is incorrect**
- No PE Kit**
- No Planner**
- Homework not handed in**

At TPA, we emphasise rewards and our rewards outweigh our sanctions.
Please try to help your child be a part of our rewards process.

Parent reply.....
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.....
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Appendix 3

Concerning Behaviour Pathway Toolkit

<https://www.nottinghamshire.gov.uk/media/2423/nottinghamshire-concerning-behaviours-tool-kit-pdf.pdf>

HOW TO HAVE A RESTORATIVE CHAT



