

Springhill Academy



SPRINGHILL
ACADEMY

Behaviour Policy September 2018

Date Completed: September 2018

Review Date: September 2021

Springhill Academy

Positive Behaviour Policy

At Springhill Academy we promote a high standard of behaviour and have a positive ethos where all members of the school community school are valued as individuals. We believe in encouraging the development of self-esteem, respect for others and self-discipline.

Emphasis is placed on positive reinforcement of behaviour through praise in accordance with the Behaviour Values of 'Reach High'. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour, and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected.
- To create an environment where good behaviour is modelled, encouraged, and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Springhill Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

How Will We Achieve Our Aims?

- Meaningful praise and reward is the key to creating a positive atmosphere, where children have the opportunity to succeed.
- Establish a set of school rules that all children, staff and parents are familiar with and understand.
- Establish a praise and reward system that links the REACH HIGH values.
- Adults will lead by example and model good practice.
- Appropriate circle times and assemblies will reinforce spiritual, moral, social and cultural development (SMSC).
- All children will undertake Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL).
- All children will be monitored for Nurture group /Pastoral Intervention.
- Behaviour management coaching will be available to parents and children.
- Celebrating pupil strengths and achievements in the school newsletter.
- Pupil 'buddy' system.
- Effective monitoring and accurate record keeping of incidents.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a warm, welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Consistent, meaningful praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts achievements.

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards including: -

- Classroom Star chart – at the end of the day children who have earned a place at the top of the chart will receive a gold star to put in their home communication diary
- Stickers
- Certificates
- Special mentions during the Friday sharing assembly (parents are invited to attend)
- Meaningful praise by staff (for demonstrating core learning values.)
- Headteacher reward for 25 gold stars achieved; half termly Headteacher tea party for 50 gold stars achieved.
- Share good work with another class or member of staff
- Parents informed of good work

As an acknowledgment and celebration of children's individual efforts and successes all classes will have the reward systems displayed in the classroom.

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- A child's parents informed
- With the support of an appropriate member of staff A 'learning journey' will be completed either verbally, written or drawn
- Pastoral support during nurture groups
- Alongside parents we may discuss implementing an individual behaviour plan
- Loss of privileges (e.g. missing a break)
- Work may be finished at a playtime under supervision
- The child may be sent to another class or a designated 'time out' area
- The child may be sent to the Headteacher
- A fixed term exclusion (following national guidelines)
- Permanent exclusion (this would only occur following a serious breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanor.

What happens for negative behaviour in school?

- Classrooms will display our school rules and values: work will be done on the expectations of children both inside and outside of the classroom. If children do not follow these rules there will be a clear process for pupils to follow:
 - Children will be given ample time to modify their undesirable behaviour through quiet verbal reminders.
 - If children still choose to ignore these reminders, they will be required to place their name on the yellow spot (displayed in class).
 - If children do not continue to show the expected behaviour, they will move their name to the amber spot.
 - If the behaviour continues to be an issue, children will be required to move their name to the red spot which will result in a 'red card'.

What Happens Following A 'Red Card'?

- A child who has received a red card will meet with a member of the Senior Leadership team or the Behaviour Support Manager to discuss their behaviour.
- At the end of the school day, the class teacher or the Behaviour Support Manager will meet with parents to discuss what has happened. Parents will be asked to sign the red card. The red card will then be given to the Behaviour Support Manager so that it can be recorded – this is so any patterns of behaviour can be addressed and supported according to the child's needs.
- If a child receives three red cards in KS2 or five red cards in KS1, during a half term, a member of the Senior Leadership Team will meet with parents to discuss the behaviour of their child and how we can best support the child in showing positive behaviour in school.
- Should a need be identified, a plan of nurture and/or behaviour support will be offered through either the Special Educational Needs Co-ordinator (SENDCo), the Family Liaison Officer or Behaviour Support Manager.
- If the school still does not see a positive change in the behaviour of the child and behaviour remains issue, this could result in 'internal support' or exclusion from school.
- Red cards can be issued straight away, without going through the stages, for serious behaviour incidents. This would include: deliberately hurting of others; peer to peer abuse; foul language, bullying, racism or homophobia. Red cards can only be issued by a teacher or the Behaviour Support Manager.
- Red cards awarded during after school clubs are separate to red cards during the school day. If a child receives more than 2 red cards during an After School Club, the Senior Leadership Team will meet to discuss possible exclusion from the club.
- It should be noted that for some pupils this policy will need to be adapted. At present there is less than 1% of pupils where this rule applies, and for those pupils, there are specific arrangements in place to support behaviour to enable them to de-escalate quickly and safely.

Peer on Peer Abuse (see Safeguarding policy and KCSIE 2018)

All staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” all peer on peer abuse is unacceptable and will be taken seriously. Through DSL discussion, if behaviour incidents are deemed to be peer on peer abuse, a safeguarding concern should be raised immediately through My Concern. Designated Safeguarding Leads (DSLs) will then give advice and support regarding strategies and interventions required for all children involved.

Peer on peer abuse can take different forms such as – (this list is not exhaustive):

- *sexual violence and sexual harassment. (Part 5 of Keeping Children Safe in Education 2018 sets out how schools and colleges should respond to reports of sexual violence and sexual harassment)*
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;*
- *sexting (also known as youth produced sexual imagery):*

All staff should have a proactive approach to minimizing the risk of peer on peer abuse through dealing with behaviours consistently; putting a stop to them quickly; taking disclosures of abuse seriously and treating them as safeguarding concerns; engaging children in critical thinking to explore messages and propaganda they may have picked up online or through the media.

Staff should identify areas that may be hotspots for peer to peer abuse and assessments will be undertaken as appropriate - such as toilets – times of day etc. At Springhill Academy, a risk assessment has been undertaken (September 2018) to identify and mitigate risk.

Positive Handling / Reasonable Force

Where a pupil’s behaviour causes a safeguarding issue for themselves, another pupil or a member of staff. Adults may need to use reasonable force in order to prevent harm or damage.

All staff are aware of the DFE reasonable force guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Trained Staff: Six members of staff have undertaken the Positive Handling Team Teach Training in September 2018, which remains ‘current’ for the next three years.

Reasonable Force: The use of reasonable force is always the last option where other strategies have not de-escalated the situation.

Where reasonable/ positive handling has been used staff / witnesses will record this and the record will be shared and signed by the child’s parent/ carer. Further information can be found in our ‘Positive Handling Policy’.

All cases of positive handling reasonable force will be discussed by SLT to be reviewed for strategies in the future.

Exclusion Procedures

Listed below is a 'Level' procedure of exclusion consequences the Headteacher will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences system):

- **LEVEL 1:**
 - 1st and 2nd fixed-term exclusion (typically 1-3 days)
 - Parent(s) or carer(s) contacted and informed of the exclusion as soon as possible after the incident.
 - School Administrator prepares Exclusion Level 1 letter for Headteacher to sign
 - School Administrator posts/hand delivers letter to parents and puts a copy in the child's files.
 - Headteacher will complete the following actions:
 - Headteacher meets the child with parent(s) / carer(s) following the exclusion and before the child is readmitted to school.
 - The Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

- **LEVEL 2:**
 - 3rd fixed-term exclusion (typically between 2-5 days);
 - Same process as Level 1
 - Headteacher discusses case with Local Authority Senior Officer and a possible meeting will be called with parents and Senior Officer to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

- **LEVEL 3 – PERMANENT:**
 - Permanent exclusion – the child's place at school will be terminated.
 - Same process as Level 1
 - Headteacher informs Local Authority Senior Officer

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents, the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

SEN and behaviour

Where a child has identified Special Educational Needs (typically documented by an EHCP), or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Staffordshire county Council to determine whether a permanent exclusion is appropriate.

Any children with specific behavioural needs will work with the SENDco and Family Liaison for a tailored behaviour plan/risk assessment where required. (See Appendix 1).

All school staff will:

- Provide a consistent approach across the whole school
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Communicate any concerns of a child's Social, Emotional, behavioural concern to the Pastoral Team (SENDCo, Family Liaison Officer, Behaviour Support Manager and/or a member of the Senior Leadership Team).
- Follow the agreed behaviour policy and support each other in doing so.
- Take the child's views into account.

All children will be encouraged to:

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, ability and disability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations.
- Follow school rules.
- Demonstrate good manners and self-discipline.
- Take care of their personal appearance and belongings.
- Work collectively within their class.
- Respect school property

Parent/Carer Responsibilities:

- Support the school in order that children receive a clear and consistent message regarding behaviour at home and school.
- Support and encourage their child's learning.
- Inform the class teacher or Family Liaison Officer should behaviour concerns arise at home.

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Summary

- We will show respect to everyone and consider their views.
- We will celebrate our differences.
- We will look after each other and try to be honest.
- We will try to peacefully solve disagreements.
- We will use good manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely.
- We will take care of our school property and belongings.
- We will show respect for ourselves.

Staff Development

As part of their induction, new staff will be made conversant with this policy for positive behaviour and asked to follow the procedures at all times.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- SEND Policy
- Safeguarding & Child Protection Policy
- Behaviour Non-Negotiables for Staff
- Positive Handling Policy

Policy Review

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed: Headteacher _____ Date: _____

Signed: Chair of Governors _____ Date: _____

Appendix 1

Risk Benefit Analysis



Name:

Activity:

DOB:

Date completed:

Benefits of participation in activity:	Significant hazards / risks associated with the activity:	Control Measures:

Parental Authorisation:

Sign: _____

Print: _____