



# **Behaviour Policy**

## **Introduction**

### **Our beliefs**

At Bedmond Academy, we aim to provide an environment in which children respect, value and care for each other and in which they feel secure and able to learn and explore, knowing that what they do will be valued by others.

The behaviour policy is written with the express view of supporting children to make the best decisions they can, and when this does not happen to provide an opportunity of reflection, reconciliation and an opportunity to 'start anew.' At all stages, when the behaviour policy needs to be enforced, it is paramount that the children understand it is the behaviour that is being challenged, not the child, thus ensuring that their spiritual, moral, social and cultural development continues so they can reach their potential and continue to develop resilience, self-esteem and confidence to engage in modern Britain.

Everyone at Bedmond Academy has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children, and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

All staff, regardless of the nature of their employment, make decisions that are consistent with the policy and that will be supported by colleagues.

We will, always, challenge racist or sexist behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

### **Principles**

When deciding how to respond to a child or situation, staff will be guided by the following principles as identified by the academy:

- Every day is a new beginning.
- Ensure the safety of children and adults.
- Develop pride in self and respect for others.
- Everybody is welcome and belongs at Bedmond Academy.
- We all need to learn from our mistakes.
- The child, teacher, staff member, parents and peers may all contribute to the difficulty and all have a part to play in the solution.
- Self –assessment and self-regulation is the key to behaviour change.
- Encourage collaborative problem solving between staff/ children / parents.
- We will teach the language of collaboration.
- All adults in Bedmond Academy consistently model behaviours such as empathy/ manners/ valuing others explicitly- we talk to children as we expect them to talk to us.
- Children will be encouraged to reflect on the natural consequences of their actions.
- Sanctions need not be severe; their certainty is more important than their severity, and consistency is imperative.
- Support is tailored to the individual (one size does not fit all).
- There will be agreed acceptable behaviours i.e. non-negotiables: no swearing, punctuality, no hurtful comments/ physical harm, taking care of property. These form the basis for our Bedmond Academy Behaviour Charter.
- We do not label children- have the highest expectations of children at all times.

- Children, staff and parents need to feel they are heard and understood.
- Protect and nurture the child's sense of belonging and connection with other children and adults. We will not compare with older/ younger siblings.
- Prepare for lifelong learning.
- Staff will be given training to update their knowledge and skills around child psychology and appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs.

### **Teacher's Role**

Teachers need to establish consistent levels of excellent behaviour with the support of the Leadership team, Governors and parents. Consistently positive and high expectations, praise and reward will support this. Pupils need to know how to make good choices; they need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. It is paramount that all staff follow the teacher's lead and maintain these expectations.

Teachers should avoid sending a child out of a classroom/ learning area on their own, in case the child is able to create further disruption within the academy. If necessary, a member of senior staff will be called for.

## **Desirable Behaviour**

### **Behaviour Charter**

At Bedmond Academy, we have established our behaviour charter. These are key beliefs and fundamental expectations to how children behave which apply to all children, and have been created in a way that can be understood and recognized by all children, even from the youngest age.

At Bedmond Academy, we will:

1. Use kind words and actions
2. Listen to one another
3. Try our best

### **Core Values**

Bedmond Academy has six core values which underpin all aspects of academy life. Through assemblies and throughout the curriculum these values make explicit the values for life which children will need to recognise and show:

- Be Me
- Be Together
- Be Empowered
- Be Challenged
- Be Empowered

These values go hand-in-hand with the values from our PHSE curriculum 'Heartsmart' and the British Values which children will encounter and learn about at Bedmond Academy during their time within the academy. Please see our Positive behaviour to see how these link more explicitly. Children will explore all of the taught values, although particular attention will be given to the five-core value listed above. Children will be articulate in discussing these values and their meaning not only in the academy, but for their lives in general and implications.

### **Behaviour around the school**

- Classes should always enter the academy calmly and quietly

- Classes or individuals should always walk quietly around the school in an orderly manner, keeping to the left of corridors (where possible)
- Children should respect all areas of the school including their own and communal areas.

### **Behaviour in the classroom**

- Children should sit quietly on entering their classroom on their carpet or chairs whilst the register is being taken
- When a session is finished, children must clear up and return resources to their correct places.
- Teachers will organise suitable rotas for care of the classroom.
- Teachers will encourage children to go to the toilet at break or lunchtimes.

### **Playground behaviour – break and lunchtimes**

- Children to be respectful of all staff and pupil monitors on duty
- Children to be encouraged and supported to play collaboratively
- Physical or verbal abuse will not be tolerated
- Children to be encouraged to respect the academy grounds by not dropping litter and looking after the trees and plans
- Children must ask permission to enter the building and only enter with a badge given by the person on duty
- At the end of playtimes and lunchtimes, children must walk back to their classrooms silently and calmly.

### **Rewards for good playground behaviour**

- Praise from the teacher or adults on duty in accordance with the praise stickers and the class teacher informed.

### **Sanctions for undesirable playground behaviour**

- The same seven-level system will be used in class as it is outside on the playground in general.
- Children may be asked to remain with an adult on duty if their behaviour is not desirable or spend some time sitting out to reflect on their behaviour.
- Incidents of a serious nature will be dealt with by the Senior Leadership Team.

### **Behaviour and Conduct at Lunchtimes**

- Any staff on duty at lunchtime deal with minor incidents which occur, whilst those of a more serious nature are to be dealt with by a member of the Senior Leadership Team. Teachers are to be informed after lunchtime of any incidents.
- Children must show good table manners when eating, and remember to say please and thank you to staff.
- Children must remember that when eating lunch, they must use their ‘indoor’ voice.

### **Assembly Behaviour**

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos.

- Children must enter the hall in silence and listen to the music that is playing and sit in their designated areas, in straight lines.
- Classes should be arranged so that it prevents any possible disruption occurring between pupils.
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible.
- At the end of the assembly, classes will leave the hall in silence, with their teacher.
- Children should put up their hand if there is a genuine problem.
- Staff should act as a role model to pupils by refraining from unnecessary conversation with other staff members.



## **Promoting Effective Learning Behaviour**

Our emphasis should constantly be on praise. We teach children the behaviours required to be a successful and effective Learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the academy and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At Bedmond Academy, children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

The academy's behaviour framework is built around the principles of Guy Claxton's Building Learning Powers, whereby children are praised and rewarded for their efforts in demonstrating the school values rather than on extrinsic behaviours. Each value is colour-coded and when a child demonstrates one of the powers/muscles within that value they are awarded the corresponding 'coloured dot':

## Which Bedmond Values am I showing or using?

<p style="text-align: center;"><b><u>Be Challenged</u></b></p>  <p style="text-align: center;">Discovering my learning potential by...</p>	<ul style="list-style-type: none"> <li>✓ Risk taking</li> <li>✓ Resilient</li> <li>✓ Perseverance</li> <li>✓ Taking time to reflect and review</li> <li>✓ Welcoming new challenges</li> <li>✓ Stepping out of my comfort zone</li> <li>✓ Using strategies to help me take risks</li> </ul>
<p style="text-align: center;"><b><u>Be Together</u></b></p>  <p style="text-align: center;">Building a learning community by...</p>	<ul style="list-style-type: none"> <li>✓ Having respect for others</li> <li>✓ Working as a team</li> <li>✓ Supporting others</li> <li>✓ Sharing knowledge</li> <li>✓ Making sure everyone feels part of the team</li> <li>✓ Ensuring myself and others feel safe</li> <li>✓ Making a positive difference</li> </ul>
<p style="text-align: center;"><b><u>Be Me</u></b></p>  <p style="text-align: center;">Exploring what it means to be me by...</p>	<ul style="list-style-type: none"> <li>✓ Polite</li> <li>✓ Takes time out</li> <li>✓ Being confident</li> <li>✓ Expressing my emotions properly</li> <li>✓ Recognising my value</li> <li>✓ Recognising my strengths</li> <li>✓ Valuing roles and knowing my responsibilities</li> </ul>
<p style="text-align: center;"><b><u>Be Empowered</u></b></p>  <p style="text-align: center;">Taking charge of my learning by...</p>	<ul style="list-style-type: none"> <li>✓ Uses initiative</li> <li>✓ Takes the lead</li> <li>✓ Recognising the value of my voice</li> <li>✓ Collaborating with others</li> <li>✓ Being a decision maker</li> </ul>
<p style="text-align: center;"><b><u>Be Proud</u></b></p>  <p style="text-align: center;">Recognising my learning achievements by...</p>	<ul style="list-style-type: none"> <li>✓ Being proud of the steps I have taken</li> <li>✓ Encouraging others to do their best</li> <li>✓ Setting my own targets</li> <li>✓ Striving for personal bests</li> <li>✓ Recognising strengths in others</li> </ul>

## How are the learning values used?

Children can collect learning dots from any adult across the school, not just their class teacher. For example, they may be given in assemblies for responses given or things that a child has taken part in. Their peers may also ask to recommend that they are given a learning dot for demonstrating the right behaviour for learning. Children can wear their learning dot on their school uniform, and it is expected that other adults around the school will then ask the child what they have done in their learning to receive the recognition. This will further promote the language of learning and positive reinforcement of good behaviour for learning.

## Class Behaviour Systems

Rewards operate on an individual basis as well as whole classes working together.

1. Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:

- Collecting a jar of marbles for a learning-focussed reward
- Star of the Week
- Star of the Day
- Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
- Copy work to send home
- Table points
- Celebration assembly – certificate for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.
- Attendance certificates – for individuals each term
- Attendance trophy - for the class each week with the best attendance and/or most improved.
- An extra sports/PE slot with the a PE specialist

*Food is not used as a reward (in line with ECM agenda where we promote healthy lifestyles and choices.)*

***N.B – Stickers/prizes and other extrinsic rewards are not used for behaviour as this leads to the need for reward for behaviour which is to be expected regardless.***

2. Classes agree their individual class rules at the start of the academic year.

3. Teachers keep **all** well-behaved pupils in mind, praising and rewarding them for their continued excellent behaviour. Acceptable behaviour is praised using language that identifies the behaviour, and why it is good.

For example, “Ben, you are really listening carefully today. That will help you complete your Writing.”

“Rosie, you are sitting in just the right place. That means we all have enough space to work comfortably.”

**The whole academy community must promote positive behaviour reinforcement.**

## Racism and Bullying

### Racism

The academy staff actively promotes Race Equality as an academy priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued and the principles of equal opportunity are actively seen to be at work in the academy's ethos and procedures.

Racism can be defined as:

- Any behaviour, attitude or institutional structure which treats an individual or group or individuals differently because of their race.

Racist attitudes or behaviour towards any member of the academy community will not be tolerated.

### Bullying

Bullying in schools is, on the whole, a covert activity occurring without adult witnesses.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies. Hate websites.

Strategies to prevent and deal with incidents of Racism and Bullying;

As an academy, we endeavor to create a culture of open communication where all parties are listened to, which reinforces mutual understanding and respect for each other's feelings.



We:

- Regularly raise awareness of issues of racism and bullying during PSHE & C and assemblies and provide children with skills of conflict resolution during PSHE & C time
- Ensure that all pupils understand that racism and bullying are not accepted at Bedmond Academy and will be dealt with firmly
- Ensure regular staff training/briefings to support all staff in promoting positive behaviour
- Increase the sense of community at Bedmond Academy by providing opportunities for children to take responsibility
- Provide opportunities for cooperative play during break-times
- Set up 'support groups' to provide practical help for the victims of racism or bullying
- Actively involve the perpetrator in 'support group' where appropriate to develop responsibility and modify inappropriate behaviour
- Involve parents of both perpetrator and victim at all stages
- In the case of racist incidents, it is the academy's statutory duty to inform Governors.

The Bedmond Academy Council will be set up to involve children in the democratic running of the academy.

PSHE & C lessons, Philosophy for Children and Circle time lessons will be used to address behaviour and raise self-esteem as well as show our care and respect for others.

### Swearing

Any swearing is not acceptable and should be challenged.

- Explain that we do not use that language at Bedmond Academy.
- Ask the child who is telling you about the swearing to tell the other child that they don't talk to them if they use words like that
- Persistent swearing will lead to the child being removed from the immediate environment.

### Persistent Anti-social Behaviour

If a child exhibits persistent anti-social behaviour, parents and carers will be involved, and where appropriate, outside agencies.

## **Pupil Exclusions**

The academy will make every effort to support pupils with challenging behaviour and to resolve conflict. However, if it is necessary to exclude a pupil then the following procedures will be implemented:

Please see the Levels poster for the types of behaviour that may result in an internal and/or external exclusion:

The length of the exclusion is at the discretion of the school, but will operate within DfE guidelines. If the Principal was offsite, authority for exclusions would be given to the assistant Principal. The principal would be informed before any final decisions were made. See exclusions policy for more information.

### Fixed-term exclusion

Principals have the legal right to exclude a pupil for up to 45 school days in an academic year. Exclusion is a disciplinary sanction, which can only be exercised by the Principal or Deputy Principal when s/he is acting in the Principal's absence and only in response to serious breaches of the academy's policy on behaviour or of the criminal law.

Where a pupil is excluded for a fixed period, the exclusion will be for a minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable. Pupils will be given every opportunity to improve their behaviour before the fixed-term exclusion is exercised.

A first fixed period of exclusion lasting from one to three days is usually appropriate. When a pupil is excluded for a fixed period of more than two days the Principal will arrange for pupils to receive school work to do at home and have it marked until s/he returns to the academy.

### Arrangements for a fixed-term exclusion

- Fixed-term exclusions will take effect as of the close of the current school day. However, if the offense is of a very serious nature, i.e. where a pupil is a grave danger to themselves or others, then the exclusion will be immediate.
- The Principal/Deputy Principal will make every effort to contact parents by telephone during the day informing them of the exclusion and reasons for it. The Principal/Deputy Principal will always send a formal letter setting out the reasons for the exclusion and the arrangements for their return to school.
- Parents/carers will be informed of the right to make representations to the Governing Body.

***In the unlikely event that it is necessary to applying the sanction of a permanent exclusion, the Governing Body will follow the appropriate Local Authority procedures.***

## Behaviour Level Procedures

**Teachers have the right to teach and children have the right to learn. Children who break our academy rules stop teachers from teaching and stop themselves and others from learning.**

There are times in every classroom when children may disrupt others. At Bedmond Academy, we give pupils every opportunity to self-correct their own behaviour. The academy procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so.

Behaviours are graded according to their severity and appropriate sanctions are applied. Seven levels of unacceptable behaviour and appropriate sanctions have been identified over the page:

Level	Consequence	Sanctioned by	Severity	Actions
Level 1	A reminder is given to the child and the class rule or expectation is re-stated.	Class teacher	Low	
Level 2	A further reminder is given to the child and the class rule or expectation is once again re-stated.	Class teacher	Low	Child's name is recorded.
Level 3	A child is given time-out within the classroom for a period of time-appropriate isolation.	Class teacher	Moderate	Time out in buddy class.
Level 4	Child sent to another buddy class with appropriate work to complete for a time-limited period and/or a period of break or lunch time is to be missed.	Alternative teacher	Moderate/serious	<ul style="list-style-type: none"> <li>• Reflection sheet completed and copy sent home.</li> <li>• Parents informed by teacher</li> <li>• Incident added on to CPOMs.</li> <li>• Likely to have restricted privileges</li> </ul>
<b>THESE LEVELS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURS Straight to a member of the Senior Leadership Team</b>				
Level 5	Child sent to member of the Senior Leadership Team for further sanctions as appropriate.	Member of SLT	Serious	<ul style="list-style-type: none"> <li>• Restricted privileges.</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to CPOMs.</li> </ul>
Level 6	Child sent to member of the Senior Leadership Team for further sanctions as appropriate.	Deputy Principal or Senior Leadership Team	Very serious	<ul style="list-style-type: none"> <li>• Likely internal exclusion applied, as well as restricted privileges</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to</li> </ul>

				CPOMs.
Level 7	Child sent to the Principal.	Principal	Extremely serious	<ul style="list-style-type: none"> <li>• Likely fixed-term exclusion</li> <li>• A permanent exclusion could be applied if decided by the Principal</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to CPOMs.</li> </ul>

#### Expectations for use of 'buddy' class (Level Four)

- 30 minutes is the maximum time in a buddy class
- The foster class teacher will not stop teaching their own class to discuss the sheet with the child. Responses made (either written or drawn) should be discussed with the child at an appropriate time (e.g. playtime or lunchtime) to ensure they have taken responsibility for their actions, understand how they should have behaved and how to make amends. This to be done by class teacher. Any work missed to be made up in child's own time as needed.
- N.B. Each classroom should have a dedicated space/area which is quiet and separate from the main part of the room. Children should be able to sit here to think about their behaviour and how to make a positive change. There can be books in this area linked to children's social, emotional and behavioural skills i.e. 'I feel angry!' and 'I feel jealous!' which could offer children support whilst they are there. Images can be displayed in the area which may help the children to think through their behaviour and therefore support them to make a change.

#### Buddy year-groups:

- YR & Y2
- Y1 & Y3/4
- Y5/6 go to YR

#### Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into the academy by children. Items such as: mobile phones (with the exception of Year Six pupils), toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Children may receive a suitable sanction for inappropriate items brought into the academy, which may have a detrimental or negative impact on their peers.

## How the levelled system works

The seven levels of behaviour have been designed so that children can escalate between the different levels should negative behaviour continue to be exhibited, for example moving from a Level Three to a Level Four. However, the system is also designed to accommodate displays of behaviour from children which may trigger a higher level of behaviour. For example, should a child swear in class, then it would be inappropriate to give 'Level One, as this particular example requires more severity of consequence.

Whilst particular behaviours are not automatically attributed to particular levels (as each child, their age, individual needs and circumstances are different), the following guidelines have been put together as to exemplify what may be atypical at that level.

Level	Possible behaviour exhibited	Actions
Level One	<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Arguing with peers</li> <li>• Noisy at in appropriate times, including talking in assembly</li> <li>• Being disrespectful towards adults or peers</li> <li>• Being disruptive and non-compliant (e.g. not demonstrating the correct behaviours for learning)</li> <li>• Loitering in parts of the academy which are out of bounds</li> <li>• Not caring for belongings, equipment and the academy building</li> <li>• Poor presentation or deliberately not completing work set</li> </ul>	
Level Two	<ul style="list-style-type: none"> <li>• Repeated instances at Level One</li> </ul>	Child's name is recorded.
Level Three	<ul style="list-style-type: none"> <li>• Hurting another child (e.g. deliberately pushing, shoving, hitting – non-serious)</li> <li>• Repeated instances of Level One/Two.</li> </ul>	Time out in buddy class.
Level Four	<ul style="list-style-type: none"> <li>• Refusal to complete work</li> <li>• Swearing</li> <li>• Attacking other children (e.g. a kick or a punch with no marks left)</li> <li>• Repeated instances of level One/Two/Three.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection sheet completed and copy sent home.</li> <li>• Parents informed by teacher</li> <li>• Incident added on to CPOMs.</li> <li>• Likely to have restricted privileges</li> </ul>
<b>THESE LEVELS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURS Straight to a member of the Senior Leadership Team</b>		
Level Five	<ul style="list-style-type: none"> <li>• Poor attitude, general disregard for others, name calling and rudeness to peers</li> <li>• Rudeness to any adult in the academy or refusal to cooperate</li> <li>• Attacking other children (e.g. hitting, kicking) which causes minor injury, e.g. scratch</li> <li>• Damage to equipment or the academy building</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted privileges.</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to CPOMs.</li> </ul>
Level Six	<ul style="list-style-type: none"> <li>• Incidents of bullying, racism, homophobia.</li> <li>• Attacking other children and/or adults (e.g. hitting, kicking) which causes injury</li> <li>• Violent threats towards adults/children</li> <li>• Significant property damage, e.g. damage is repairable with small cost</li> <li>• Behaviour that the Senior Leadership Team deem dangerous (e.g. running out of academy)</li> </ul>	<ul style="list-style-type: none"> <li>• Likely internal exclusion applied, as well as restricted privileges</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to CPOMs.</li> </ul>
Level	<ul style="list-style-type: none"> <li>• Violent attacks on other children or staff (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Likely fixed-term exclusion</li> </ul>

Seven	<ul style="list-style-type: none"> <li>punching, kicking) leading to severe injury</li> <li>• Significant and dangerous property damage, e.g. damage with large costs and dangerous consequences (smashed glass or computer equipment).</li> <li>• Severe instances of bullying, homophobia or racism</li> <li>• Any behavior that the Principal deems significantly dangerous behaviour, e.g. bringing to school drugs, dangerous implements, or using any objects in a dangerous manner.</li> </ul>	<ul style="list-style-type: none"> <li>• A permanent exclusion could be applied if decided by the Principal</li> <li>• Reflection sheet completed and parents informed via meeting.</li> <li>• Incident added on to CPOMs.</li> </ul>
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**NB: If the Principal was offsite, authority for exclusions would be given to the assistant Principal. The principal would be informed before any final decisions were made. See exclusions policy for more information**

## Playground and Lunch-time Behaviour

We expect our children to behave well at all times - both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy.

All support staff will encourage children at breaks by using praise stickers for those children who are helpful and kind in the playground.

When children show inappropriate behaviour, the following system is used which is in line with the model used inside academy during lessons:

Level	Consequence	Sanctioned by	Severity	Actions
Level 1	Verbal warning given by lunchtime staff.	Lunchtime staff	Low	
Level 2	Further verbal warning given by lunchtime staff.	Lunchtime staff	Low	
Level 3	A period of time-out to be given in the playground.	Lunchtime staff	Moderate	Child to go and sit on designated bench for time-limited period.
Level 4	Child to accompany an adult on the playground for a time-limited period and/ or a period of break or lunch time is to be missed.	Lunchtime staff/ Teacher	Moderate/ Serious	<ul style="list-style-type: none"> <li>• Reflection sheet completed and copy sent home.</li> <li>• Parents informed.</li> <li>• Incident form completed by teacher</li> </ul>
<b>THESE LEVELS ARE BYPASSED IF VIOLENT BEHAVIOUR OCCURS</b>				
<b>Straight to a member of the Senior Leadership Team</b>				
Level 5	Child sent to member of the Senior Leadership Team for further sanctions as appropriate.	Senior Leadership Team	Serious	<ul style="list-style-type: none"> <li>• Likely restricted privileges.</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet, Incident form completed and parents informed via meeting.</li> </ul>
Level 6	Child sent to member of the Senior Leadership Team for further sanctions as appropriate.	Deputy Headteacher or Senior Leadership Team	Very serious	<ul style="list-style-type: none"> <li>• Likely internal exclusion applied.</li> <li>• Likely behaviour support plan with child and parents.</li> <li>• Reflection sheet, Incident form completed and parents informed via meeting.</li> </ul>
Level 7	Child sent to the Headteacher.	Headteacher	Extremely serious	<ul style="list-style-type: none"> <li>• Likely fixed-term or permanent exclusion applied.</li> <li>• Reflection sheet, incident form completed and parents informed.</li> </ul>

Reflection Sheets are used to enable behaviour triggers to be analysed and alternative responses discussed.

Incident forms are used to assist the analysis of any persistent instigator of poor behaviour.

## Children with Special Educational Needs

We expect all children at Bedmond Academy to follow the Behaviour policy. As much as possible, we want to keep children with Special Educational Needs within the Code of Conduct. However, this will be more difficult for some children at certain times.

Children with behavioural difficulties who have SEN support may:

- Have regular meetings with their teacher and parents/carers.
- Have an Individual Behaviour Support Plan (known by all staff/cover).
- Meet regularly with the SENCo to discuss progress.

Children who have an Education, Health and Care Plan (EHCP) may need the Code of Conduct to be modified to manage their behaviour. Some pupils may not comprehend the rules and structures of the academy and be unable to meet expectations without additional support. Practical ideas include individual planning and reviews. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards (a behaviour card), alternative rewards or consequences and the use of outside agencies (Education Support Centre DESC, Educational Psychologist etc.) Parents will be continually involved in supporting the academy in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form CAF if multi-agencies are involved with the child or a Pastoral Support Plan PSP if the child is at risk of exclusion.

## Positive Handling

Physical force should only be used within the strict safety guidelines laid out in Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times.

## Rights and Responsibilities

### Rights of Children:

- To be safe and secure at all times at school
- To be listened to by adults
- To be familiar with the procedures of the Behaviour Policy
- To be involved in setting and reviewing behaviour and class rules within their own class
- To be treated with respect

### Responsibilities of Children:

- To follow the behaviour policy to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the academy a clean and pleasant place to be
- To do as they are asked by all adults in the academy
- To take increasing responsibility for their own learning and behaviour

### Staff Rights:

- To be safe and secure in our work place
- To be listened to by children, parents, colleagues and governors
- To be familiar with the procedures of the Behaviour Policy
- To have professional judgements respected
- To be involved in setting and reviewing behaviour within the academy

#### **Responsibilities of Staff:**

- To praise, value and encourage appropriate behaviour
- To address the children clearly but firmly
- To provide a positive role model for children
- To be consistent in the application of the policy
- To value and support each other
- To consider other people's point of view – to listen to other staff, parents and children
- To provide an appropriate context for learning appropriate behaviour
- To provide a learning environment which reflects our respect for the race, religion, gender and way of life of others
- To plan opportunities for the class to reflect on their behaviour
- To actively implement and regularly discuss and review the Behaviour Policy as necessary
- To record incidents of inappropriate behaviour and to inform the Senior Leadership Team where appropriate
- To involve parents, SENCo and outside agencies where pupil behaviour is persistently inappropriate and does not respond to the usual academy rewards and sanctions

#### **Parent/Carer Rights:**

- To have access to a copy of the policy to become familiar with its expectations
- To be informed as is appropriate about unacceptable behaviour
- To be given information about relevant support services as necessary
- To be involved in the implementation of the policy by supporting the procedures and discussing them with pupils at home as and when necessary
- To be consulted when the policy is under review.

#### **Responsibilities of Parents/Carers:**

- To ensure children arrive on time for academy and ready to work
- To ensure children are collected from school, on time
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in the academy
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievement
- To encourage children to talk about the academy and listen to what they have to say each day
- To be a positive role model for the children
- To always engender a positive attitude towards school with children
- To discuss your child's progress regularly with staff
- To support the school by attending meetings, e.g. pupil learning reviews, parent meetings etc.
- To ensure that your child arrives at school wearing the academy uniform and follows the uniform guidance, in addition to bringing the appropriate equipment.
- To ensure that home learning activities are completed accordingly.
- To read thoroughly and act upon all communications from the academy



## Useful Strategies

### 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.

### Acknowledging 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. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember all behaviour is a language and the child is only trying to communicate his/her feelings

### 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. Apply rules firmly and fairly.

### Model desired behaviour

It is important for adults within the academy 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’.

### **Pre-empt disruptive behaviour**

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

### **Be aware of yourself**

When dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children
- your facial expression
- your tone of voice
- your posture
- your choice of words
- the use of eye contact

### **Address the behaviour, not the child**

Give an ‘I’ message. State clearly ‘I do not like....’ rather than criticising the child. This ensures behaviour is addressed, and models assertive behaviour.

### **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.

### **Create an interesting, stimulating classroom environment.**

### **Make sure all children know what they are doing and that their work is matched to their ability.**

Often where children are unable to access the learning or because it does not require their full effort, their behaviour deteriorates as a consequence. Ensure your differentiation is closely matched to the needs of your pupils so they are challenged at an appropriate level.

## **Key Behaviour Expectations across the academy**

A ‘no shouting’ expectation is in operation across the academy and shouting must not be used as a classroom management technique. The quieter adult voices are the quieter the children will be.

All staff should ensure the use of positive phrases e.g. “Walk, thank you” as opposed to “don’t run”.

No child should ever be sent to the Principal as a sanction, as there is no guarantee the child will get there. The Principal/ member of SLT should be sent for using the red card system or with a member of support staff.

Our positive handling policy clearly defines what is and is not acceptable practice should physical intervention be required.

If a child should run out of academy for whatever reason, staff should not over react and must never run after them as this may place the child in greater danger. The Principal or member of the Senior Leadership Team should be informed immediately.

All children must walk inside the academy. If a child is observed running they should be asked to go back and walk correctly, accompanied by positive verbal feedback such as 'Thank you for walking sensibly'. Encourage children to walk to the left of the corridors.

#### NEVER:

- |                          |                                      |
|--------------------------|--------------------------------------|
| • Humiliate              | - it breeds resentment               |
| • Shout                  | - it diminishes you                  |
| • Over react             | - the problem will grow              |
| • Use blanket punishment | - the innocent will resent you       |
| • Over punish            | - never punish what you cannot prove |

## **Bullying and Harassment**

Developing a whole-academy approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the academy community. We take the issue of bullying seriously and work with members of our academy community so that they know:

- What the academy means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

For further information about how we prevent and tackle any incidents of bullying, please see the Anti-Bullying policy.

## **Partnership with Parents and Carers**

At Bedmond Academy, we believe in working to build a partnership with parents/carers so that they are able to support the academy in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in academy and are able to participate in their children's education by having two-way communication with the academy. This information is contained in:

- Our Home-Academy Agreement
- Newsletters and through awards which are sent home
- Ensuring parents are involved in supporting the academy in managing their child's behaviour issues
- The procedures as laid out in our Attendance Policy for parents/carers.

This information is shared with parents as their child starts academy and information is also available on our academy website.

## **Procedures for review and evaluation**

Our positive behaviour and discipline policy is a living policy. Monitoring, review and evaluation is built into the annual academy self-review cycle. Monitoring takes place in several ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Academy parliament feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

## **Complaints**

The academy's procedures for dealing with complaints about behaviour is a declared part of the academy's procedures for handling all complaints

### **Related Policies**

- Anti-bullying
- Equality
- Complaints

## **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We have a commitment to the Equality Act. We offer as an academy to read through and translate all correspondence with our community so that all members of our community can access information equally.

## **References**

This policy should be read in conjunction with the relevant passages in:

- The *Academy Standards and Framework Act* (1998), regarding adults working in academy;
- The *Human Rights Act* (October 2000);
- And the following policies: Special Educational Needs Policy, E-safety and Data Security policy, Child Protection Policy, Equality Policy