

Rights and Responsibilities

I have the right to feel and be safe.

I have the right to learn.

I have the right to be treated with respect.

I have a responsibility to comply with all reasonable requests.

I have a responsibility to treat others with respect.

I have a responsibility to always do my best.

Academy Motto

Only our best is good enough.

A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

The 2012 Teaching Standards set out the following expectations which will be monitored regularly

A teacher **must**:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Academy Expectations

We have agreed four academy expectations that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Responsible
- Always give our best and demonstrate our school motto: 'Only our best is good enough'.

Expectations of the School Community

Staff and EAB	<ul style="list-style-type: none"> ➤ To lead by example. ➤ To be consistent in dealing with pupils, parents and adults in general. ➤ To encourage the aims and values of the school, and local community, among the pupils. ➤ To have high expectations of the pupils. ➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. ➤ To encourage regular communication between home and school. ➤ To respect pupils and be consistent
Children	<ul style="list-style-type: none"> ➤ To respect, support and care for each other, both in school and the wider community. ➤ To listen to others and respect their opinions. ➤ To attend school regularly, on time, ready to learn and take part in school activities. ➤ To take responsibility for their own actions and behaviour. ➤ To follow the academy rules as instructed by all members of staff throughout the school day. ➤ To be respectful of others, regardless of differences ;for example race, gender, religion, disability, sexualisation and age.
Parents	<ul style="list-style-type: none"> ➤ To be aware of, and support, the school's values and expectations. ➤ To ensure that pupils come to school regularly, on time for the school day. ➤ To take an active and supportive interest in their child's work and progress. ➤ To respect, model and support the aims and values of the school.

Positive Behaviour Strategies and rewards

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The academy teaches the SEAL curriculum, alongside PSHCE recommendations through which pupils learn the skills of self awareness, self regulation, motivation and empathy as well as social skills.

The fundamental rights of all of those in the academy are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other. These rewards and sanctions may also be applied to non criminal behaviour which happens outside the academy day. This will be particularly relevant where such behaviour impacts upon the good conduct and safety of children when they are inside the academy.

The academy operates a comprehensive reward system which includes:

- Dojos. These are in class reward points and are given for demonstrating expected behaviour. Teachers will reward children who gain dojos within their own classes.
- Class credits for whole class good behaviour – rewarded with 5 minutes extra break for the winning class. Whole class overall behaviour is also recorded on the newsletter.

- Swap shop. Children will earn points for the swap shop by showing specific learning behaviours consistently. One point will be awarded each week for:
 - 100% attendance
 - 100% punctuality
 - 100% correct uniform including PE kit.
 - Reading 5 times that week
 - Showing expected behaviour all week from any of our 4 expectations.
 Children can visit the swap shop during lunchtimes and breaktimes to swap their points for prizes and they can save points to swap for larger prizes.
- Star of the week – awarded in assembly and on the newsletter.
- Half termly reward certificates.
- Over and above behaviour. Children who show excellent behaviour including all expected behaviour plus superb attitudes and engagement at all times will receive an ‘over and above’ award which includes an invitation to ‘Hot Choc Friday’.

Rainbow learning

The academy expects children to show all the rainbow LEARNER behaviours as part of their day to day practice in school. These are not rewarded directly as above but all contribute to effective learning and progress. Rainbow bands are available in the swap shop for children who have shown this.

- **Listening** to whoever is speaking, looking at them with nothing in your hands.
- **Effort** – always giving your best effort to every task and around school during the day.
- **Achieve** – making sure your work is as good as it can be and you are meeting your targets.
- **Respect** – speaking politely and calmly to everyone in school at all times.
- **Neatness** – always wearing my uniform correctly and walking calmly around the building.
- **Enjoyment** – making myself and other people happy through my behaviour.
- **Readiness** – always being in school, on time ready to learn.

Consequences

The school also operates a sanctions and consequences system. If a child does not show expected behaviour the consequences below will be applied. A warning will be given and a reminder about expected behaviour before any consequences take place.

Should any malicious accusations against staff be made and be discovered to be unfounded appropriate disciplinary action within the scope of this policy may also be implemented. In all cases of rewards and sanctions the individual needs of the child involved will be taken account of and some children may have individual behaviour plans appropriate to their needs. This includes any disability and special educational need.

	Possible Consequences
Warning Rule reminder	A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
C1 – name recorded	The pupils’ name will be recorded at this point by the teacher. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.

C2- name + 1 tick	C2 ticked by name.
C3- name + 2 ticks	C3 ticked by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour in the classroom or just outside within sightline. Any child earning a C3 or above will spend time in the reflection room at the next break or lunchtime.
C4- name + 3 ticks	At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C5.
C5- name + 4 ticks or extreme incident	Given for unacceptable behaviours such as: walking out of class, refusing to follow a reasonable instruction , swearing, hurting another child, threatening behaviour , destructive and/or unsafe behaviour. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy (internal seclusion).
C6-	Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult, including threatened. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy.
From C4- Class teacher to record on CPOMs and inform parent. Keep a copy for class record, pass a copy to Vice Principal.	
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>	

Internal Seclusion

This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

Fixed Term and Permanent Exclusions

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well- being of all staff and children.

Under exceptional circumstances, the headteacher may issue a fixed term or permanent exclusion. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The headteacher will follow the LA guidelines and would inform the LA, and the EAB.

After an exclusion a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Headteacher will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The EAB will be informed annually of the number and types of exclusions.

Breaks and lunchtimes

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground staff will always escort classes to and from the playground in an orderly manner. The learner behaviour system also operates at break and lunch time and staff on duty or lunchtime supervisors will report to class teachers via the behaviour lead cover supervisor. Staff can award dojos for evidence of any of the rainbow behaviours. If a child has reached the appropriate level of the consequences they will spend their break or lunchtime in the reflection room.

Bullying

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At England Lane Academy no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

Racism

At England Lane Academy our wish is to develop in every individual a sense of self worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms

including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

Partnership with parents and other agencies

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time.

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home School Agreement which is signed by new parents, children and the school. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary

Pupil support systems

- For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers through the reflection room and nurture group sessions. They will have individual behaviour plans.
- In some cases support sessions with a qualified play therapist can be accessed at a local academy. Additional support from the additional provision within Delta will also be sought as required.
- All staff working with pupils with behaviour contract folders will be informed of this in order to give a consistent approach throughout the school day.

Staff development and support

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SMT.
- Staff needing help with behaviour management will be supported through appropriate CPD.

Managing pupil transition

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.

Pupils' conduct out of school

- The school will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on CPOMs.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Head of Academy on a weekly basis, and through staff meetings.

This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Appendix 1

Sections from Positive Handling Policy

Screening pupils

- Schools can impose a requirement that pupils to undergo screening through a walk through or hand held device, even if they do not suspect them of having a weapon.
- Any member of the staff can screen and pupil consent is not required. It is not anticipated that our school will have a screening device at the moment.

Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher eg as part of a display / shown and tell).

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- Headteachers and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
 - Staff can seize any banned or prohibited item found or which they consider detrimental to school discipline.

Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the headteacher has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
 - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
 - Prevent behaviour that would disrupt a school event. trip or visit.
 - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
 - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
 - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.

It is unlawful to use force as a punishment.