Approved by:	Education Sub Com	**Date:** Sept 2019
Last reviewed on:	Autumn Term 2019	
Next review due by:	Autumn Term 2020	

1. **Introduction**

Kibblesworth Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe,' and those exemplified by our ICARE values.

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, members, Local Authority staff and inspectors.

2. Rationale

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. The quality of relationships throughout the school is of the utmost importance.

Strong relationships;

- Enable teachers to teach and pupils to learn.
- Raise self - esteem.
- Provide a harmonious atmosphere.
- Are required to take a full role in wider society.

3. Aims of the Behaviour and Discipline Policy

- To fulfill all legal requirements.
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To foster the belief that there are no 'bad' children just 'bad' choices
- To encourage children to recognise that they can and should make 'good' choices
- To promote self-esteem and self-discipline
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To use a consistent and calm approach between pupils and classrooms.

- To ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- To ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches where possible before punisments and sanctions are applied.
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In order to achieve the highest levels of behaviour, pupils need;

- Regular attendance.
- To access a safe, stimulating environment.
- To feel valued.
- To be offered an appropriate, well balanced curriculum with realistic expectations.
- To have good role models.
- To have an understanding of right and wrong.

To support their children in this, parents need;

- To know that their children are safe and are going to be treated fairly.
- To be welcomed into school as partners in their children's education.
- To be well informed and involved with their child's life in school.
- To know they will be expected to take responsibility for the behaviour of their child, both in and outside school.

To support both parties, staff must;

- To champion our position that 'behaviour management is a team sport'
- To be able to teach without disruption.
- To take time to welcome children at the start of the day
- To ensure children transition safely to and from yards
- To celebrate the positive behaviours first, both in the classroom and around the wider school.
- To always redirect children's behaviour by referring to 'Ready, Respectful, Safe'
- To be supported by a clear and consistent implementation of the behaviour policy.
- To work in partnership with parents.
- To be supported by school staff, governors and other agencies.
- To be valued, consulted and informed.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Application to Vulnerable Pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those who are disabled, children with SEN including behavioural issues, and children who are at risk. These children will be identified through our provision maps and on our SEN register. A key member of staff, in most cases our SENDCO will ensure good links with home and act as a reference point for staff. Adjustments will be outlined in an ILP (individual learning plan)

4. Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following;

- PSHE curriculum
- Continued study of Citizenship, including the passport program.
- Celebrating achievement, and recognising progress.
- Circle time work.
- Support and training for parents.
- Links with the community.

4.1 The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The class teacher treats each child fairly,and enforces the classroom code consistently. The teachers treat all

children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENDCO) discuss the needs of a child with the education social worker or the LA's behaviour support service. The class teacher reports to parents and carers on the personal and social development of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4.2 The role of the headteacher and SLT

The HT and SLT should;

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise and the positive home contact model (see appendix 1)
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

4.3 The role of the parents / carers

Our school requests that parents and carers enter into a Home-School Agreement with the school, agreeing to work in partnership with the school to

promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

4.4 The role of the governing body

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour. Under the terms of the policy, the education sub-committee of the governing body will receive notification if any pupil records three level 6 sanctions in one week or five in one month.

4.5 The role of the lunchtime supervisors

Lunchtime supervisory staff should deal with any minor incidents in a fair way. Staff should report incidents to the class teacher at the beginning of the afternoon session. Persistent bad behaviour should be brought to the attention of the Head. A positive environment should be maintained throughout. This is developed through the use of volume levels in the school hall, and rewards for positive behaviour.

Where behaviour at lunchtime has required the application of a time out, the lunchtime supervisor, wherever possible, should record the sanction on CPOMS before going home.

5. Behaviour for Learning

The ethos of the school has created an atmosphere in which a "whole school" approach to behaviour management can be nurtured. Our policy regarding the school rules is clear.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above recognition
– Ready – Respectful – Safe	– Daily meet and greet – Persistently catching children doing the right thing – Picking up on children who are failing to meet expectations – Accompanying children as they move as a class around school – Praising in public PIP, reprimanding in private RIP. – Consistent calm language	– Postcards – Stickers – Certificates – Phone call / dojo / email – Verbal praise – Wider staff praise – Class rewards – Showing work to other adults – Roll of honour – Hot chocolate Friday – Story time (KS1)

Stepped Boundaries	
Reminder	I noticed you chose to... (noticed behaviour) This is a reminder that we need to be (ready, respectful, safe) You now have the chance to make a better choice Thank you for listening Example - "I noticed that you're running. This is a reminder that we need to be safe in school. Please walk – thank you for listening.
Warning	I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. This is a warning. If you chose to break the rules again you will leave me no choice but to ask you to, (work at another table / work in another classroom / go to the quiet area etc. (learners name), do you remember when... (model of previous good behaviour)? This is the behaviour I expect from you. I know you can make good choices. Thank you for listening. Example - 'I have noticed you are not ready to start your work. This is the second time I have spoken to you about this. This is a warning. If you chose to break the rules again you will have made the choice to catch up with your work at breaktime. Do you remember yesterday when you started your work straight away and got it finished? This is the behaviour I expect to see from you. I know you can make the right choice. Thank you for listening.
Time out	I noticed you chose to... (noticed behaviour) You need to... (Go to quiet area / time out area within the classroom / go to another class. Playground – You need to... (Stand by another staff member / me / sit on the wall. I will speak to you in two minutes. Example – 'I have noticed that you chose to use rude words. You are breaking the school rule of being respectul. You need to go and sit on the wall or two minutes. I will come and speak to you. Thank you for listening.'
Repair and restore	What happened? What were you feeling at the time? How have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?
Remember – it is not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

6. Rewards

Classroom rewards are flexible enough to take account of the age and needs of the children. All classrooms use the Class Dojo rewards system to reward children for positive behaviour and to record negative behaviours.

Points are awarded for positive behaviours, including such areas as:

- Completing homework to a high standard,
- Working well with others
- Participation.
- Providing good answers in class.

Behaviours that can result in the award of a negative dojo include:

- Fighting
- Showing disrespect
- Being out of uniform
- Being late to school or class.

Points earned are then converted into rewards.

Rewards are devised by individual teachers in consultation with pupils and are reviewed in line with pupils needs and at least annually and are given every day throughout the school in accordance with the following principles:

- A consistent whole school approach to reinforce and maintain high standards of behaviour and work.
- Opportunities to reward, celebrate or reinforce good behaviour and work, such as Roll of Honour and Academy Awards Assemblies.
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.
- Emphasis on rewarding positive behaviour and work.

Strategies

- Non verbal (thumbs up, smiles)
- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers etc)
- Class tables and charts
- Dojo points
- Postcards to parents
- Academy Awards assemblies
- Hot chocolate Friday /
- Contact with parents (telephone call, email, etc.)

All pupils have the chance to work towards nomination for special Academy Awards assemblies which take place on the final Friday of every half term. The assemblies are designed to recognise the specific achievements of individuals, either academic or social. Pupils are also recognized for their achievements in a weekly Roll of Honour assembly.

7. Behaviours to be discouraged

- Poor attitude to work.
- Persistent disruption of lessons.
- Refusal/non-compliance/defiance.
- Bullying: physical and verbal.
- Violence of any kind (hitting, kicking, shoving, biting and spitting).
- Racial or verbal abuse. (isolating, name calling, winding up, teasing, threatening, cheekiness, swearing).
- Absconding.
- Poor attendance.
- Repeated non-compliance with school rules.
- Destruction of property / equipment.
- Stealing
- Telling lies, blaming others.
- Poor punctuality

8. Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

9. Strategies

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour

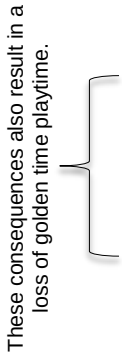
CREATE conditions for excellent behaviour

- Non-verbal reprimand
- Low key verbal reminders
- Planned ignoring as part of a planned strategy
- Graded warning system (traffic lights)
- Move pupil from activity
- Pupil seated alone for a set time.
- Withdrawal from lesson (as short as possible)
- Senior staff members involving parents/involving staff on a hierarchical basis.
- Individual behaviour programme.
- Removal of privilages.
- Removal of break times – time out.
- Fixed term exclusion
- Permanent exclusion

Language around Behaviour

At Kibblesworth Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.
Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.
Incidents are logged in the class file at the staff member's discretion.

10. Hierarchy of responses



Stage 1 Reminder	REMINDER – reminder of rules and the expectation of better behaviour to follow – a chance to turn it around.
Stage 2 Warning	WARNING – last chance – if the behaviour persists a sanction will be put in place.
Stage 3 TO 1	First time out – behaviour has persisted and time out is given instantly within the classroom (quiet area, spot)
Stage 4 Repair / restore	Once a time out has been given, a restorative conversation must take place. This is non-negotiable, and must be done at the first available time which does not disrupt teaching.
Stage 5 TO 2	Repeat offence (AM or PM). This is the first level which is recorded on **CPOMS**
Stage 6 Repair / restore	Once a time out has been given, a restorative conversation must take place. This is non-negotiable, and must be done at the first available time which does not disrupt teaching.

Stage 7 TO 3	Sent to member of SLT at the point of third indiscretion for immediate discussion where next steps are considered. This could include monitoring and making SENDCO aware.
Stage 8	Parents of “persistent offenders” asked to come in by **teacher** to discuss issues and possible support strategies. The head teacher is informed that contact with parents has been made. This would also include a restorative conversation outlining expectations.
Stage 9	Pupil is asked to go to the head teacher who will invite parents for further discussion. The use of behaviour and support strategies, such as a monitoring form to target improvement could be introduced at this point. It may also be appropriate to consider a referral to Primary Behaviour Support. If this is the case, a single point of contact should be identified by the SENDCO. Moving forwards, this person should organise regular meetings with the parents and agree either face to face contact or written feedback on the progress of the behaviour plan. This could also include written progress updates from behavioural support. In certain cases, it may also be appropriate to refer the case to an educational pshychologist if it is deemed the child’s needs are best catered for by an Education Health Care Plan.
Stage 10	If persistent disruptive behaviour continues, or an incident is deemed as serious, such as involving violence towards another pupil or staff, verbal abuse towards pupils or staff, bullying, or racial or sexual discrimination, the pupil can receive a supervised internal exclusion, initially up to one half day.
Stage 11	If internal exclusion is seen to be ineffective, after a maximum of two internal exclusions within one half term for related behaviour, an external exclusion will be put in place. Depending on the severity of the incidence, this should be for a fixed period of either half a day or a full day. This is recorded, and the information passed to Gateshead LA and the Education Committee.
Stage 12	External exclusions can be stepped up to a maximum of five days. No more than three external exclusions should be used for related behaviours. At the point of the third exclusion, Ian Stewart (Gateshead LA Admissions) will be invited to school with the parents of the pupils to discuss a managed move, if appropriate, as a last resort to avoid a permanent exclusion.
Stage 13	If a managed move was not accepted, or failed, and the behaviour continues, a permanent exclusion from the Academy will be considered by the head teacher.

Support will continue within school and through external agencies where appropriate throughout the hierarchy of consequences to avoid the ultimate sanction of exclusion. This is always taken as a final resort. From Stage 9 a monitoring form will be used and the pupil will have a weekly meeting with the head teacher to discuss progress against targets. This option will also be available for parents.

A child will usually move sequentially through these consequences, however, there may be occasions where the child’s behaviour necessitates moving through the consequences more rapidly. In instances of serious breaches of school policy (see below) exclusion may be considered. If exclusion is a po-

tential option for any child, (Stage 9 onwards), the pupil will be on a monitoring form, with meetings with the head teacher taking place weekly until the matter is resolved.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.
These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

Physical Restraint

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by only by trained staff.

Trained staff are:

Craig Steel (Head Teacher)
Sarah Renton (Deputy Head Teacher)
Victoria Longhurst (SENDCO / SLT)
Deborah Brady (TA)
Mary McKinnel (TA)

Staff will seek to minimise and descalate incidents but sometimes students present a risk to themselves, to others or to property in school. In these cases, staff trained in TEAM TEACH techniques may use physical intervention. This may include guiding a young person to a particular place to "cool down" or preventing them from hurting themselves or others through aggressive behaviour. In such cases a record is made by all members of staff directly involved or observing the incident. All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Any incidents requiring TEAM TEACH restraint or the application of reasonable force will be recorded by all staff involved in an incident and reported to the relevant member of SLT who will check the record and report this to the Headteacher, who will review the incident and report such incidents in his report to governors.

Physical attacks on adults

At Kibblesworth Academy we take incidents of voilence towards staff very seriously. We understand that staff are the adults in the situation and can use a common sense approach to de-escalate the situation wherever possible and keep themeselves and others safe. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who are team teach trained and qualified should restrain a child.

All staff should report actions directly to the HT or SLT and should be recorded on CPOMS and in the Team Teach log as soon as possible. We appreciate these incidences can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of the SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Wherever possible a restorative conversation will take place between the member of staff and pupil at the earliest possible time to protect relationships.

Where a child has been violent towards a member of staff, some form of exclusion, either internal or external, will be likely in most cases due to the serious nature of the incident, although this will depend on the outcome of any initial investigation.

OFF SITE BEHAVIOUR – section to insert

11. Exclusions

- Exclusions guidance is based upon current GMBC and DFES guidance and current legislation, which sets out the responsibility of the headteacher, governing body and the LA.
- Exclusion **will not be used if there are alternative solutions available.** (eg, reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)
- Only the headteacher has the authority to exclude and will notify parents/carers within one school day by phone and by letter.
- Detailed records of incidents are kept and exclusions are reviewed by the governing body.

- Exclusions will only be used for serious breaches of school policy, eg:
    - Verbal abuse
    - Violent or threatening behaviour
    - Persistent, defiant, disruptive behaviour
    - Racist or homophobic abuse
    - Bullying
- As soon as the pupil is excluded, the school will provide appropriate work to be collected by the parent/carer and returned for marking.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

11.1 Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil. This can arise from an accumulation of fixed term exclusions or as a result of a very serious one off offence.

Serious one-off offences may include

- Serious or actual threatened violence
- Sexual abuse or assault.
- Supplying an illegal drug
- Carrying an offensive weapon.

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting dinner money)
- Poor academic performance
- Non-attendance, lateness

12. School Policies

The behaviour policy should operate in conjunction with policies for

- Equal opportunities
- Anti bullying
- Child protection
- Physical restraint
- Drugs
- Attendance
- SEND
- Complaints procedure
- Home school agreement

13. Monitoring and evaluation

The policy will be reviewed annually by teachers, non teaching staff, governors and pupils in the Spring term.
A regular audit of training needs will be carried out for governors and staff.

September 2019

This policy is due for review Autumn term 2020