

Approved by:	Date: January 2019
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Last reviewed on:	Spring Term 19
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Next review due by:	Spring Term 20
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1. Introduction

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.

This policy was reviewed in the Spring term (2019) through a process of consultation with teachers, non-teaching staff, pupils and governors.

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 an orderly, fair and safe environment for all.
- To provide an environment where effective teaching and learning can take place.
- To encourage self discipline in all pupils, helping them to make positive choices and recognise consequences.
- To develop a whole school approach to behaviour.

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, teachers need;

- To be able to teach without disruption.
- 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.

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 map 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

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. Desired Behaviours/Expectations

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. Children are actively taught the rules upon entry into the school, at the beginning of each school term and then as the need arises.

At Kibblesworth Academy the rules are simple and very easy for the children to understand what is expected of them in and around school. The rules are on display in every classroom in an age appropriate way.

School Rules:

- Do what the adult says, first time.
- Keep hands, feet, objects and comments to yourself.
- Be polite and respectful to others.
- Move around school in a quiet and calm manner.
- Respect the environment, and the property of others.
- Always do your best work, and allow others to do the same.

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
- Golden time
- 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

- Staff will agree what constitutes unacceptable behaviour within school and a hierarchy of response.
- When pupils choose not to follow school rules, sanctions should be consistently applied.
- Sanctions will fit and will be clearly explained to the pupil.
- The system will not damage relationships.
- Sanctions will make a clear distinction between minor and more serious offences.
- Sanctions will be flexible enough to take SEND into consideration.

- The punishment of the whole group should be discouraged.

9. Strategies

- 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 privileges.
- Removal of break times – time out.
- Not earning golden time.
- Fixed term exclusion
- Permanent exclusion

10. Hierarchy of responses

These consequences also result in a loss of golden time playtime.

1 st consequence	A warning (verbal or non verbal) and the movement of the pupils name to the orange area of the traffic light.
2 nd consequence	Movement to the amber area of the traffic light and removal of reward, as appropriate. A final warning can be given
3 rd consequence	3/5 minutes (age appropriate) immediate time out following movement to the red traffic light (In a quiet area of the class if possible) child's name is then placed back on the green for a new positive start. Time out logged on Cpom
4 th consequence	5/7 minutes time out if name is moved through orange and amber to red again in the same day. Second time out logged on Cpom.
5 th consequence	10 minutes time out for third time on red in the same day – also includes a discussion with HT or SLT. Third timeout logged on Cpom.
6 th consequence	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.
7 th consequence	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 psychologist if it is deemed the child's needs are best catered for by an Education Health Care Plan.
8th consequence	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 for one half day.
9th consequence	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.
10th Consequence	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 as a last resort to avoid a permanent exclusion.
11th Consequence	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 consequence 7 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 potential option for any child, (consequence 7 onwards), the pupil will be on a monitoring form, with meetings with the head teacher taking place weekly until the matter is resolved.

Physical Restraint

Staff will seek to minimise and deescalate 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.

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.

January 2019

This policy is due for review Spring term 2020