

# ESSA PRIMARY ACADEMY



## Behaviour Policy

September 2018

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## **Essa Primary Academy Behaviour Policy**

### **Introduction**

This document is intended to give a clear outline of Essa Primary's approach about behaviour management to all staff, governors, parents and stakeholders. Copies of this document are provided for all teaching staff and are available when necessary to support staff and members of the school's Governing Body. A copy of this document is available upon request for parents.

### **Vision**

Our vision is to provide our pupils with the best opportunity to achieve their potential and develop into independent learners, irrespective of their background, culture, ethnic origin, religion or any other status. Essa Primary Academy is an open, friendly learning community where everybody is valued and has a voice. In partnership with all stakeholders we aim to equip our children to live safe, healthy, fulfilling lives, ensuring 'All Will Succeed' both today and in the future.

This policy reflects the values and vision of Essa Primary Academy in relation to behaviour management. It acknowledges the Academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of all pupils including those with special educational needs and disabilities.

At Essa Primary Academy we understand that behaviour can be as a result of safeguarding issues and we recognise the triggers these can cause in pupils. These issues will be taken into consideration and conversations will take place with the pupil, their families and the appropriate agencies if necessary by a member of staff.

### **Application**

The Local Governing Body and the Principal intend that the Primary Academy rules and sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from Primary Academy premises and outside of the jurisdiction of Essa Primary. This would be where the conduct of a pupil or pupils have repercussions on the orderly running of Essa Primary, or affects the welfare of a member or members of the Primary Academy community or a member of the public, or which brings Essa Primary into disrepute.

### **Aims and Objectives:**

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly school community in which effective learning can take place.
- To ensure there is a mutual respect between all members, and where there is proper concern for the environment.

### **Implementation:**

- Maximising the amount of attention given for positive and desirable behaviour choices.
  - Valuing and rewarding appropriate behaviour by 'catching children making the right choices.'
  - Striving to influence the behaviour of pupils in positive ways.
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- Encouraging the development of a positive self-image, self-management and a consideration for others.
- Supporting children to change patterns of inappropriate behaviour.
- Ensuring consistency in our delivery of managing behaviour.
- Informing the children and parents of the standards of appropriate behaviour and the consequences for inappropriate behaviour.
- Developing a sense of ownership over children's behaviour by supporting them to understand that they make a choice about how they behave and in doing so, develop their ability to manage their own behaviour.
- Promoting a positive school ethos where everyone feels happy, safe and secure.

### **The Organisation of Behaviour at Essa Primary Academy**

In order to achieve the above aims, all teaching staff and support staff follow a **Positive Discipline Framework**. We believe it is necessary to teach the pupil how to behave. In order for the pupil to learn and grow academically, socially and emotionally they need a framework which clearly defines consistent, positive behavioural limits while providing warmth and support for their appropriate behaviour and empowering them with the skills to succeed.

All class teachers have established a classroom environment with rules and specific directions that clearly define the limits of acceptable and unacceptable behaviour. The pupils are consistently taught to follow these rules and directions, to choose to behave responsibly throughout the school day and the school year.

Pupils are provided with consistent positive encouragement and recognition when they do behave. The pupils know that the teacher has set limits and that they will be consistently rewarded for appropriate behaviour or face the consequences if they fail to do so.

Parents have an important part to play in supporting the Primary Academy's discipline policy. Education is a co-operative effort between school and parents. All parents will be provided with log in details for Class DoJo where they are able to review their child's behaviour each day.

### **Positive Discipline Framework**

Every teacher at Essa Primary Academy follows a classroom discipline plan. The plan provides a framework around which all classroom behaviour management efforts can be organised. The aim of the classroom discipline plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and the children can learn.

The classroom discipline plan consists of three parts:

- **Rules** that pupils must follow at all times.
- **Positive Recognition** that pupils will receive for following the rules.
- **Consequences** that result when pupils choose not to follow the rules.

#### **Step 1: Rules**

Every class in the school follows the same basic rules:

- Follow instructions the first time.
  - Keep hands, feet and objects to yourself.
  - Be respectful at all times.
  - Try your best at all times.
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These rules are in place all day long, throughout all activities in and out of the Primary Academy. They inform the children clearly of what basic behavioural expectations the teacher has.

In order to bind these rules together, every class displays a traffic light system consisting of colours; red, amber, green and gold. Children start every day on green and have the opportunity to make behaviour and learning choices that allow them to progress to gold or regress to amber or red.

**Gold: On task and excellent choices for behaviour and learning are displayed.**

Rewards such as stickers, certificates, praise pad and DoJo points are awarded and children are given the opportunity to show work to the Senior Leaders and have a text to parents.

**Green: On task and good choices for behaviour and learning are displayed.**

Rewards such as stickers, certificates, praise pads and DoJo points are awarded.

**Amber: Off task and poor choices for behaviour and learning are displayed.**

Children are reminded that they have a choice to think about and rectify their behaviour to get back to green.

(See step 1 of 5-point system)

**Red: Off task and poor behaviour and learning choices are displayed.**

An opportunity to rectify behaviour has been provided and a child has ignored this. Children will begin 'owing' learning time on 5 minutes intervals.

Sanctions as detailed below are implemented.

(See steps 2 to 5 of 5-point system)

**Step 2: Positive Recognition**

The second part of the discipline plan motivates the pupils to follow the rules. Positive recognition is the sincere and meaningful attention the teacher gives a child for behaving according to expectations. At Essa Primary we provide positive recognition in five ways:

- Verbal praise and encouragement
- Weekly award assemblies with certificates
- Taking good work to Assistant Head teachers, Deputy Head teacher and Head teacher
- Behaviour awards (stickers and DoJo points)
- Special privileges
- Positive notes home
- Phone calls home

In every classroom the teacher keeps a positive behaviour log using Class DoJo. The teacher and teaching assistant consistently praises children throughout the day and they are rewarded for good behaviour, working hard and being helpful and considerate. Children receiving 20 DoJos over the week are rewarded with a special prize collected from the office.

DoJo points are also linked to our House Point System. Every child is part of a House and children earn House Points for their positive behaviour choices and for following the behaviour expectations. Total House Points for each House are calculated weekly. The House gaining the most points is awarded a flag during a weekly celebration assembly. The flag is displayed on the House Boards in the school hall. At the end of a school term, the house with the most flags will win a house party.

Our School House names are as follows:

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- Sandringham
- Balmoral
- Windsor
- Buckingham

Celebration assembly is held every Friday to celebrate good work, birthdays and attendance and parents are invited to attend. During the weekly celebration assembly, the class with the best attendance wins a class ice cream party. Individual certificates for; star of the week, big writer, handwriting awards and maths awards are also presented.

### **Always boards**

At the start of the new school year, each class discusses the behaviour expectations in an age appropriate way, considering behaviour that the class should *always* demonstrate, e.g. in Year 1, 'we *always* line up quietly' and in Year 6, 'we *always* show respect to people.

Always boards celebrate those pupils who are *always* choosing to make the right choices for behaviour and learning. They are also used to encourage challenging and/or struggling pupils to make the right choices in lessons and non-structured times such as playtime and lunchtime.

Each class creates a display with a journey of five steps and a character/ marker/photograph for each child. These displays can be any theme chosen by the class teacher. All pupils begin with their marker at the beginning of the path and as they consistently demonstrate following our behaviour and learning expectations their marker can move upwards along the path towards an 'always' badge. When a pupil completes the 'Always' journey, s/he will receive an always badge in a special 'Always assembly'. Once awarded, the 'Always' badge should be worn every day with pride. The pupil must continue to always demonstrate school's behaviour expectations and the always expectations, or the badge can be taken off them. If this happens, then the pupil's marker returns to the beginning of the display and the child must travel the five-step path again.

### **The Five stages:**

1. Always listening to the class teacher and their peers.
2. Always engaging in learning by contributing and participating.
3. Always showing respect to others by following instructions.
4. Always having pride in their work and actions.
5. Always modelling behaviours to support others with their learning and behaviour choices.

### **Step 3: Consequences**

Consequences are the third part of the classroom discipline plan. There are times in school when pupils choose not to follow the rules of the classroom. Consequences are carefully planned in every classroom and teachers know in advance how to respond to pupil's misbehaviour. Consequences are always presented to the pupil as a choice. In this way they learn that they are in control of what happens to them. In every classroom there is a discipline hierarchy which is progressive, starting with a warning.

Throughout the school there is a 5-point system (3-5 logged on CPOMS):

1. A verbal warning – this gives the child an opportunity to choose more appropriate behaviour.
  2. Time out within the classroom.
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3. Time out in another classroom (about 10 minutes – work to be taken with them). From Year 1 onwards, pupils will miss a playtime/lunchtime.
4. Sent to the Principal/Deputy who will talk to the pupil, the pupil then works with the Principal/Deputy for a short period of time.
5. Pupil/teacher will phone their parent/carer and explain what they have done wrong. Sometimes a parent will be called into school to discuss their child's behaviour.

In cases of severe misbehaviour such as fighting, vandalism or defying a teacher, the pupil loses the right to proceed through the hierarchy of consequences. Where possible an adult will take the child straight to the Principal. If this is not possible a message will be sent to the office in order for the Principal to remove the pupil from the classroom. Radios are also used to request support for behaviour on the playground.

In the Foundation Stage children also follow a hierarchy.

1. A warning is given and the child is left to try again.
2. The child is taken out of the area/activity and given something else to do.
3. The child is sat on a chair for time to settle down – no activity, using a timer.
4. Parents are informed of any serious incidents.

For throwing things or hurting other children time out is given straight away.

### **Positive Discipline and Parents**

If parents are to become partners in their children's education, they must be well informed about the discipline plan in their child's classroom. Each parent is given a copy of the behaviour expectations in the 'Home School Agreement', which informs them about the expectations and the rationale for rules, positive recognition and consequences. Parents are asked to discuss the plan with their child at home, sign the slip at the bottom and return it back to school.

### **Exclusions**

Essa Primary Academy follows Government guidance on exclusions, unless there is a good reason to depart from it. The Primary Academy aims to operate within the principles of fairness and natural justice.

Exclusions can take the form of:

- Internal exclusion
- Fixed term exclusions
- Permanent exclusions

If a child's behaviour is deemed inappropriate and they are sent to the Principal/Deputy, the child may be placed in Internal Exclusion. The Primary Academy's policy on exclusions applies to serious breaches of Primary Academy discipline occurring on Primary Academy premises and also outside. Examples of this could be assault, serious aggression, whether verbal or physical, towards pupils and staff or any other behaviour deemed serious both in and out of the Primary Academy. Please see the separate exclusions policy.

### **Malicious allegations against staff**

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. Where such an allegation is made, appropriate support will be provided to the members of staff affected.

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## **Searching students**

Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives the Principal and staff authorised by them the statutory power to confiscate, retain and dispose of items from a pupil as a punishment so long as it is reasonable to do so. They have the right to search for prohibited items. The law protects staff from damage to and loss of any confiscated items providing staff have acted lawfully.

The power to search without consent is given for:

- Weapons/Knives
- Alcohol
- Illegal drugs and - legal high- drugs
- Stolen property
- Tobacco and cigarette papers including e-cigarettes
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by the Primary Academy

Sanctions for the discovery of these items will depend upon the items themselves e.g. weapons and knives must be handed over to the Police, but in all cases Parents/Carers will be informed.

## **Use of reasonable force**

Staff have the power to use reasonable force when conducting such a search without consent for the items listed above. Reasonable force will be used in accordance with the DfE guidance - Use of Reasonable Force: Advice for Headteachers, staff and governing bodies- .

Staff are also empowered 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 or elsewhere. Where restraint is used by staff, this is recorded in writing at the earliest opportunity and the pupil- s parents will be informed about serious incidents involving the use of force. Force is never used in the form of a punishment.

The use of corporal punishment is illegal in all circumstances.

## **Anti-bullying**

Essa operates a zero tolerance approach to bullying of any kind. Pupils are encouraged to speak to an adult they trust if they are being bullied or know of someone who is being bullied.

Pupils can also access an anonymous support system (SHARP) through the school website whereby any instances of bullying can be reported and dealt with. If a pupil finds themselves being bullied on-line then evidence should be kept (for example a screen grab) and this could possibly be presented to the Police, as this type of bullying is seen as illegal and can be followed by prosecution. The Primary Academy will take their lead from the Police in these cases.

All pupils receive information, advice and support during form time as to how to deal with bullying and raise their awareness of the different types of bullying e.g. racism, homophobia, sexual exploitation, religious, cyber bullying etc. Please also refer to the Primary Academy- s Anti-bullying policy.

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## **Liaison with parents/carers and outside agencies**

### **Parents/Carers**

Essa Primary Academy will keep parents informed of their child's progress and achievements. The Primary Academy will notify parents directly with any concerns relating to behavioural issues. Parents and carers will ensure that:

- The correct uniform is worn.
- They work alongside the Primary Academy to develop a consistent approach for addressing behaviour issues.
- They apply appropriate sanctions at home to address poor behaviour at Essa Primary Academy.
- They supervise learning at home to ensure work is completed to an appropriate standard.
- Their child attends everyday, on time and with the correct equipment
- They notify the Primary Academy of any change of circumstances for example medical needs, change of contact details.
- They attend school events and meetings.

### **Outside Agencies**

When necessary the Primary Academy adopts a child centered multi-agency approach to support students and their families. Examples of outside agencies include: CAMHS, Social Care, Early Intervention Team, School Nurse Service.

### **Evaluation/monitoring performance**

Essa Primary Academy regularly evaluates and monitors the performance of pupils, working alongside parents and outside agencies. We value the power of working in a partnership.

### **References**

Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies (February 2014)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Working together to safeguard children (March 2015)

Keeping children safe in education: for schools and colleges (March 2016)

### **Related policies**

Anti-bullying policy

Exclusion policy

Child protection policy

Attendance and punctuality

E-Safety policy

Safeguarding policy

Equality policy

Uniform policy

Special Educational Needs and Disability policy

Policy reviewed: July 2018

Agreed by governors: \_\_\_\_\_

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Next review date: July 2019