

The Academy for Character and Excellence



Behaviour Policy

Totnes St. John's

Adopted – November 2020

ACE Vision and Values

Our vision is for a MAT that results in personal growth for all. We believe that this personal growth should have wellbeing at its heart.

When we use the term wellbeing, we are referring to the potential for all to “flourish, achieving a sense of purpose, leading a full life and thriving.” In order for this to be a reality for every individual child we have the highest of expectations for behaviour in our schools. We believe that children can only achieve their potential where they are surrounded by positive relationships, a feeling of being safe, of being truly valued and where clear expectations and procedures are understood by all.

At Totnes St John’s...

We value each child as an individual and look to celebrate the contribution that each individual can bring to our school. We believe that all members of our school community should experience positive relationships and a feeling of being safe and valued. We recognise the importance of clear high expectations for behaviour in our school and aim to be consistent in principles yet flexible in practice. We recognise that it is essential to aspire to best practice in promoting positive behaviour within our school and the need to regularly review and adapt our procedures.

Our Rationale

To encourage the very highest expectations we aim:

- to develop honesty, fairness, self-control, gratitude and respect in all children
- to teach our children the rewards of good moral character
- to nurture children towards positive self-worth, to develop character and self-confidence in learners
- to encourage children to consciously reflect on their behaviour and make good choices
- to provide a rich, varied and creative curriculum, combining excellence in teaching with enjoyment of learning
- to provide safe, secure, and stimulating learning environments where each individual child is valued
- to secure high levels of achievement and progress for all pupils
- to prevent, identify and respond to bullying by following Totnes St John’s Anti-Bullying policy
- to secure an inclusive learning environment and to support individual children under the Equality Act 2010
- to teach positive behaviour and effective management of emotions, with appropriate teaching styles and strategies, giving support to individuals and groups as necessary
- to offer additional support and intervention for children, as appropriate
- to enable children to understand what it means to be a good citizen and to put this into practice both at school and in the wider community
- to develop in children an understanding of and respect for the religious, spiritual, moral and cultural values of others and to consider thoughtfully their own attitudes, values, beliefs
- to provide a calm atmosphere where by children can manage transitions smoothly throughout the school
- to encourage children to appreciate our school environment and understand the importance of conservation
- to train and develop all staff to effectively follow the behaviour policy

Our Purpose - Achieving Excellence, Cultivating Character, Empowering People

To achieve excellence, cultivate character and empower our children we intend:

- to develop morally, socially and healthily (as part of our commitment to character education)
- to develop responsibility for their own behaviour and for others where appropriate
- to develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- to develop respect for others
- to develop positive attitudes
- to develop an understanding of good citizenship
- to develop a co-operative and collaborative mind-set and approach
- to develop an effective range of strategies for dealing with problems including resilience
- to ensure a consistency of approach across the whole school

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive head or Head of School will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Strategies used to promote good behaviour:

All staff encourage a positive approach to learning and discipline throughout the school and in their classrooms. The school rules, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour. The following strategies are employed to promote a good learning environment and to help to prevent discipline problems arising:

- Well organised classrooms, with appropriate materials and resources.
- Careful planning of the curriculum with differentiation for the individual needs of the child.
- A system for rewarding positive behaviour and personal achievement.
- A clear set of positive rules that are reinforced regularly.
- Aesthetic displays of children's work throughout the school.
- A well supervised, stimulating playground environment with suitable equipment for play.
- The PSHE and ACE curriculum is used to teach children about their own behaviour and to help them in developing strategies for dealing with the behaviour of others.
- Giving children responsibilities, such as being given roles to encourage independence, maturity, positive behaviour and an understanding of the role we all play within a community.

Praise and Reward System

We always place the emphasis very firmly on rewarding the positive but at the same time we demand high expectations and will ensure inappropriate behaviour is dealt with swiftly, promptly and fairly.

- A whole school reward system for good behaviour is operated
- Class rewards are given for effort, behaviour and achievement, as appropriate to the needs of each class.
- Head Teacher's certificates are sent home at the end of each term for children demonstrating exceptional behaviours or progress in positive behaviours.
- Each week children from each class have their achievements recognised by being awarded Silver certificates during Celebration Assemblies.
- Special responsibilities are given within the class e.g. taking the register.
- Special school responsibilities are given to children e.g. School Council, Library Monitors and House Captains etc.

We aim to have the highest possible consensus about standards of behaviour among staff, pupils and their families. All our children understand the School Rules and the reasons for them, as well as the sanctions that will be imposed if they are not followed.

Our School Values

We believe that good behaviour originates within our school values: these are: Responsibility, Respect, Curiosity, Courage, Tenacity and Hope. Our approach is to praise children for being good and reward them with encouragement.

- Try our best at everything we do
- Support one another by being positive and helpful when we can
- Look after our property, the school's property and each other's
- Be on time and ready to learn
- Kind hands, feet and words
- Respect other children's right to learn and teacher's right to teach.

We wish our children to show independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property. Unacceptable anti-social behaviour is not tolerated. Parents/Carers are informed of a serious breach of good behaviour and joint action is taken in the best interests of the child concerned. We do ask for support from parents and it is sometimes necessary to enlist your help in discipline matters so that we may all work together ensuring a consistent standard of the very best behaviour.

What is Unacceptable Behaviour?

Behaviour that challenges the normal order and efficient running of the school, behaviour that is prejudicial to learning of self or others, or behaviour resulting in harm to people or property, whether physical, mental or emotional, is considered unacceptable.

Unacceptable behaviour may include some of the following:

- Hitting, kicking, pinching or spitting at another child, member of staff or school property.

- Verbal abuse, racist comments or aggression to a member of staff or another pupil.
- Physical assault perpetrated against a member of staff or a pupil.
- Acting in an unsafe manner that is considered prejudicial to the health and safety of the individual or the wider school community.

COVID-19

It is our responsibility as a school to provide the provision needed for all learners during the challenges presented through COVID-19. We should be expected to provide full EHCP provision, and where difficulties are encountered through challenging behaviours which increase potential for COVID risk, then the Senior Leadership team, SEND team, and teaching team will discuss appropriate and reasonable measures to provide this in alternative ways that mitigate risk.

Behaviour:

On return from September, the school needs to recognise and respond to a probable high level of unmet need through issues to do with lockdown during COVID-19. In September, it will be more important than ever for the school to be supportive of positive behaviours and steps taken by children, whilst having a robust and clear system in place for ensuring safety and wellbeing, and the correct conditions for accelerated learning, through a pandemic.

The Senior Leadership Team has listened carefully to feedback from teachers and support staff as regards the 'Behaviour Ladder' system previously in use at the school. Although often effective pre-COVID, the concerns are now that the behaviour ladder could trigger poor behaviours by heightening anxieties around children who are struggling to make the right choice.

The principles of our behaviour system need to be:

- Consistency across the school
- One that enables and positively enforces positive choices and behaviours for all children
- One that allows for differentiation of success for ALL children through recognising and rewarding positive behaviours, even if highly incremental, and in very small steps.
- One that clearly demonstrates the processes around behaviour, particularly in the support of SEND and additional needs.

Moving forward, the school will not use the 'Behaviour Ladder' system until further notice.

CLASS DOJO

In line with our Positive Behaviour Policy review, Class DOJO will now form the core of daily behaviour management.

Class Dojo offers equity as 'Dojo points' can be awarded for Home Schooling as well as for learning and behaviours achieved physically in school.

In line with COVID 'bubbles', the class becomes the 'house' within the school House System. Every time a class reaches a specified amount of points, the class will win some play equipment so there is incentive for a class collective effort.

Class Dojo Points will be given out to children every day. These can be redeemed by the child to customise their Dojo 'avatar'. Every child in the class will receive 10 points daily, unless there is a behavioural issue and a child's Dojo points would reflect this.

For some children, the delivery of these Dojo points will be discussed and broken down into constituent learning sessions so progress towards positive behaviour is encouraged, developed and monitored transparently, offering the child maximum opportunity to succeed.

At the end of each session there is ALWAYS opportunity to give points.

Underpinning the Behaviour approach:

Class Contract

At the start of the year, all children will participate in the creation and agreement of a Class Contract. This will set the agreed behaviours and expectations for the class, with open and frank discussions about themselves as learners, and how learning about their behaviours, and how to self-regulate, is all part of learning too.

The Class Contract will allow the framework for on-going discussion between the class on appropriate behaviours, and ways in which they can support each other towards positive outcomes.

Models of Class Contracts will be shared amongst staff at the start of September to enable consistency and effective contracts to be produced across each class.

CPOMS:

CPOMS is our primary tool for recording concerns around behaviours outside of the norm. All behaviour issues should be logged on CPOMS that day. They should be logged with accuracy and careful use of neutral language with clear actions. These should involve a reflection from the Teacher or Support Staff member on triggers, approach and strategies. It is the class teacher's responsibility to support any member of support staff in use of factual, non-emotive language and 'what next?'

Training around CPOMS will be provided at the start of the year as part of the school induction process for all staff, and at points throughout the year dependent on need.

FLOWCHART:

To help clarify the processes around behaviour we have created a flowchart (see Quality First Teaching Flowchart)

Restorative Approach

Classroom Procedures for Dealing with Unacceptable Behaviour- see also Appendix B

Each conflict is dealt with as it arises, and on its merits by the team of adults working with the child, led by the class teacher. Continuous unacceptable behaviour and the steps are taken to correct it are recorded on CPOMS. Any involvement with the child's family is also recorded.

The emphasis on approach is:

- Restorative
- Based on being diagnostic on the triggers
- Avoiding language such as 'punishment'

Consequences for behaviours are on a level system that the children know about and are easily understandable:

Steps for Dealing with Unacceptable Behaviour in the Playground**We expect:**

- children to play together showing tolerance and respect
- children to be kind to each other
- children to treat playground equipment carefully
- children should only be told once
- children should find non-violent and non-aggressive ways of settling disputes
- minor incidents are dealt with by the teacher and support staff on duty, who establishes whether the incident is accidental or deliberate. The child is spoken to and asked to give an apology if necessary.
- more serious incidents are dealt with in the same way by the teacher and support staff on duty. The adult dealing with the incident will record it on CPOMs and they will also inform the child's class teacher who will then add the 'action' on CPOMs.
- for persistent unacceptable behaviour, there are a number of strategies that can be enforced (see above).

Behaviour in after-school clubs

Usual school behaviour applies in all clubs. If rules are broken, the following action will be taken:

- A warning – time out is given.
- 2 warnings – child's family are involved.
- 3 warnings – excluded from 1 club session.

Consistent inappropriate behaviour could result in a total ban.

Procedures for Dealing with Persistent or Serious Unacceptable Behaviour**Exclusion**

Continuing incidents of unacceptable behaviour, or any single serious incident, may result in a fixed-term exclusion following discussion with the parent and Executive Headteacher. An exclusion becomes part of the child's school record.

Permanent exclusion is the last option for continuing unacceptable behaviour or can be imposed following a major serious incident.

The staff here do everything in their power to avoid the exclusion of pupils. However, there are some behaviours that will almost certainly result in exclusion.

Some of these include:

- Persistent refusal to co-operate with staff.
- Hitting, kicking, pinching or throwing objects at staff or other pupils as a deliberate act of violence.

- Willful vandalism of property.
- Deliberately compromising the safety of self or other people, for instance by climbing up, and exiting from the classroom or school building. ^[L]_[SEP]

Some of these actions may not result in the exclusion of a child depending on external factors. This will be taken into account when these matters arise and a decision made by the Executive Head Teacher and the Head of Teaching and Learning.

Positive Handling of Pupils

Whenever possible staff adopt a positive approach to dealing with disruptive behaviour. It is sometimes necessary to restrain or escort a child and this will involve physically handling the child. Children are only handled as a last resort, where their personal safety or that of other pupils is at risk. All members of school staff have a legal power to use reasonable force, however, only trained members of staff will be involved when a child is being restrained.

Positive handling will be undertaken in accordance with our COVID-19 protocols.

The school will make reasonable adjustments for disabled children and children with special educational needs (SEN). If you would like to see further guidance on this please visit the following webpage:
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44405/1/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Conflict Resolution

As an important part of the PSHE programme, we are teaching children about how to resolve minor conflicts in a non-violent manner. Children are learning to take ownership of their feelings and being given strategies for dealing with them. They are also learning to recognise a range of feelings and emotions in other people and to understand how these can affect actions. We are training our children to try to resolve minor conflicts by giving them a choice of strategies and to encourage them in accepting some responsibility in trying to sort things out independently.

Parent/Carer Partnership with Discipline

We work together with parents/carers to create an environment which lets the children benefit from the education we provide. When parents/carers bring their children to our school, we expect them to reinforce acceptable behaviour and the school rules, as they are there to encourage the children to respect others and their environment.

This Behaviour for Learning Policy is available to parents, along with the Anti-Bullying Policy, through the school website.

When parents/carers and/ or teaching staff make a referral for additional support to be put in place for a child (for example Thrive, emotional support, or other therapeutic sessions) the parent may be given a questionnaire. This is expected to be completed promptly by the parent because it asks a series of important diagnostic questions that help the school pin-point the approach that should be taken to support the child.

As part of this questionnaire, the parent is expected to sign an agreement with the school that the parent may be required to carry out recommendations and possibly attend additional sessions themselves.