Northfield Manor Primary Academy

Behaviour and Anti-Bullying policy and statement of behaviour principles

Approved by:	Headteacher	Date: 20/10/20
Last reviewed on:	19/10/20	
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Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
  - This policy complies with our funding agreement and articles of association.

3. Definitions

Low-level behaviours

- Disrupting teaching and learning, including, for example: talking when the teacher is talking; wandering around the classroom; swinging on a chair; shouting out; pencil/pen tapping; and other behaviours that interfere with the flow of the learning
- Failure to complete enough work in a lesson, taking into account age, ability and SEND
- Lack of attentiveness and engagement taking into account age, ability and SEND
- One-off name calling

Mid-level behaviours

- Lack of respect
- Hurting other peoples' feelings
- Unwillingness to work co-operatively
- Persistence in low level behaviours

Significant Behaviours

- Threatening behaviour including bullying
- Deliberate disobedience
- Discrimination

- Using unacceptable language
- Deliberately damaging property
- Taking things that do not belong to us
- Racial or homophobic harassment
- Violence and aggression

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Sexual remarks, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- *Pupils are encouraged to tell an adult should they believe they are being bullied. All pupils are encouraged to identify a trusted adult should such an event arise. Parents and Carers are encouraged to talk to a member of staff if they are concerned. Class teachers are available at the end of every school day. A member of SLT is available throughout the school day.*
- *Senior staff are responsible for investigating all allegations of bullying*
- *Bullying is considered to be a significant behaviour and sanctions can include exclusion*
- *Support is given to pupils who have experienced bullying through the school Learning Mentor*

- *Children exhibiting bullying behaviours are also supported to improve their behaviour through the school Learning Mentor*
- *Anti-bullying is taught throughout the school year. It is taught through our school values, PSHE, RE, the wider curriculum, our choice of books and resources. We also have special anti-bullying events and activities at different times of the year.*
- *Staff and Academy Councillors are updated annually on the school anti-bullying strategies. Academy Councillors receive termly updates on the number of bullying incidents in school so that they are able to track trends and question the effectiveness of school anti-bullying strategies.*

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMs

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, *Ready Respectful and Safe*.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to be *Ready, Respectful* and *Safe*. Examples of *Ready, Respectful* and *Safe* are as follows:

Ready:

- Wear the correct uniform

- Wear the correct PE kit
- Be on time
- Show readiness by using eye-contact
- Bring a reading diary and reading book to school each day
- Complete homework on time
- Be ready to answer a question
- Be ready to give your ideas and opinions

Respectful:
- Use good manners – use *please* and *thank-you*
- Use a polite tone of voice with everyone
- Listen to others' ideas and opinions
- Treat the school buildings and school property with care
- Put equipment and toys away tidily
- Move quietly around the school
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Safe:
- Walk when inside the building
- Keep to the left in corridors and on the stairs
- Walk in single file when asked
- Play sensibly and avoid contact that is too rough
- Tell an adult if you think a situation might not be safe
- Use equipment in the way shown by an adult

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:
- Praise
- Showing work to SLT and other teachers/classes
- ClassDojo Points
- Positive comments to parents through ClassDojo
- Attendance certificates and trophies
- Weekly Praise Certificates and parental invite to Praise assembly
- Extra play/choice of activity

The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Sending the pupil to work in a different classroom
- Expecting work to be completed at home, or at break or lunchtime
- Losing playtime

- Referring the pupil to a senior member of staff
- Conversations with parents at the end of the day
- Use of a personal behaviour chart

Pupils may be sent to another classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. If a pupil's behaviour is deemed to be disruptive to the point where they cannot be in another classroom, they will be supervised by a member of SLT.

Pupils will be expected to reflect on their poor behaviour choices and ways that they can make amends and learn to behave more positively in future.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.4 Procedure and Provision for Excluded Pupils

Exclusions are used as a last resort and are rare, however, they may be used as a response to a serious breach of the behaviour policy.

Fixed Term Exclusion: For continued disruptive behaviour, or a serious breach of policy, (which are not serious enough to warrant a permanent exclusion), an exclusion of a fixed number of days, for the shortest time necessary will be given.

Permanent Exclusion: This decision can only be taken by the Head Teacher. A decision to permanently exclude will only be taken:

(i)   In response to a serious breach of the school behaviour policy and

(ii)   If allowing the pupil to remain in school would seriously harm the education or welfare of others on the school

If appropriate, a reduced timetable can be negotiated with parents to try to avoid a permanent exclusion.

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

> The reason(s) for the exclusion

> The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent

> Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this

> Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

> The start date for any provision of full-time education that has been arranged

> The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

> The address at which the provision will take place

> Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

> A permanent exclusion, including when a fixed-period exclusion is made permanent

> Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term

> Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

Pupils who are given fixed-term exclusions will be provided with appropriate work to complete for the period of their exclusion. For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion

Reintegration Meeting for Fixed-Term Exclusions

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The purpose of the meeting will be to reinforce expectations of good behaviour and discuss what can be provided to support the pupil such as a behaviour plan, attendance at Sunshine Club etc. The meeting will take place in a positive context of high expectations, support and good will.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct: *Ready Respectful and Safe*
- Develop a positive relationship with pupils, which may include:

    - Greeting pupils in the morning/at the start of lessons
    - Meeting pupils in their lines after play and lunch
    - Ensuring an orderly exit from the building at play and lunchtime
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Encourage pupils to reflect on their behaviour and poor choices as well as consider strategies for coping with situations that may challenge them in the future

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Senior Leadership Team annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Equality policy
- SEND policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- Exclusions will only be used as a last resort, but will be used as necessary in the best interests of all pupils and the school

- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Academy Council also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.