

UNITED LEARNING TRUST

Abbey Hey Primary Academy

BEHAVIOUR POLICY

June 2021

Abbey Hey Academy Behaviour Policy

Rationale

At Abbey Hey Academy, our aim is to promote a positive school climate where learning is at the heart of all we do based on a sense of community, mutual respect and shared values.

Children are taught and encouraged to make positive relationships whilst taking responsibility for their own learning and behaviour in order to develop self-esteem, self-discipline, independence and a shared sense of ownership and pride in our school. We have the highest expectations for all of our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that no children are the same and that in some instances our expectations for behaviour may have to be differentiated to meet individual needs. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this should it become apparent.

We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions. We do not believe in shouting at children as this leads to humiliation and embarrassment. Children at Abbey Hey Academy will be treated with kindness, love and respect at all times and will know that mistakes with behaviour can always be repaired and overcome.

Policy Implementation: Roles and Responsibilities

We believe that promoting good behaviour throughout the school is the shared responsibility of staff, children, parents, carers and governors. It requires us all to ensure that:-

- Children understand what kind of behaviour is acceptable and the reasons why some behaviours are not acceptable.
- The environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
- Parental co-operation is recognised and their support in the area of behaviour management is encouraged and valued.
- Children are given the opportunity to explore their own attitudes, values and behaviour and take increasing responsibility for themselves.
- We provide good role models showing consideration and respect for each other, for children and their families.
- Any unacceptable behaviour is dealt with promptly and consistently in accordance with this policy.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by a sense of failure.
- All children are able to learn in a safe, calm, non-threatening environment which allows them to be the best that they can be.

Statutory Framework and other guidance

In applying this policy, the school has considered its duties under the Equality Act 2010 regarding relevant characteristics protected by that Act, notably disability. It has also considered the needs of pupils with special educational needs. In addition, the school will have regard to its safeguarding policy where appropriate.

The Behaviour Policy is also written in line with the following areas of legislation and guidance:

Education Act 2002
Education and Inspection Act 2006
Education Act 2011
Behaviour and Discipline in Schools – DfE Guidance 2012, 2013

School Expectations

Few school rules exist but those that do are concerned with the safety and well-being of all. Children are expected to behave in a reasonable way, both to themselves and others, showing consideration, courtesy, and respect at all times.

School Expectations	
- Do your best	- Show respect
- Behave in a safe way	- Be in the right place at the right time
- Handle emotions appropriately	- Communicate in a friendly way
- Cooperate with others	

Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Teachers and parents can freely communicate using the Class Dojo app'. Contact should first and foremost emphasise positives and celebrate a child's successes in order to build effective relationships and connections between school and home. In cases where detailed and regular communication is required, the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

Morning Meeting

Each morning, all children will take part in a Brain Smart Start. This will involve:

- An activity to **unite** the class
- A **breathing** exercise to focus the children and eliminate stress.
- An activity to **connect** with each other.
- A circle time which involves '**Wish Well**' where children can share worries about people special to them that everyone then wishes well and '**Celebrations**' where children can share events that have happened to themselves or people that are special to them.

Encouraging Positive Behaviour

Abbey Hey Academy takes steps to acknowledge positive behaviour choices, Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and / or helpful. Essentially, we say what we see...

For example: *'Child's name, you did your best in Maths today and although you found some partstricky, you got there in the end. Good for you!'*

Or:

'Child's name, you picked up the coats that were on the floor; that was helpful as no one will now trip over them and our school looks smart.'

We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publicly acknowledges the positive choices they are making.

Dojo Points

Each child is a member of a school House. Each House represents a value that we as a school expect our children to demonstrate. If a staff member notices a child demonstrating one of our core values, they may reward the child with a Dojo Point. Points are collected each week by the Year 6 House Captains and totalled.

At the end of each half term, the house with the most Dojo Points will be rewarded with a non-uniform day.

The House with the greatest amount of points at the end of the school year will be invited to take part in an out of school trip which children in the House will vote on.

Parents will be able to track the number of points their child has been awarded and the reason they were given using the free online app on either their Smart Phone or home computer.

Abbey Hey Academy's school Houses are: Confidence, Respect, Creativity, Enthusiasm and Determination.

Star of the Week Assemblies

Each week, two children from each class are chosen to be our 'Stars of the Week'. Parents are invited to the assembly where details of a child's good work and positive behaviour choices are shared and celebrated. Children's names will be displayed on the school website.

Principal's Letter

At the end of each half term, one child per class will be chosen by the Principal to receive a letter and the Principal's Award. The award will be given to children consistently demonstrating the school's behaviour expectations and for being an excellent role model and ambassador for our school.

Whole Class Recognition

Every time a class has reached 2500 Dojo Points, they will receive a pre-agreed reward with their class teacher which will take place on the Friday of the week the total was achieved.

Informal Conversations with Parents

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by sending Dojo messages and chatting informally at the start and end of the day and at parent consultant meetings each term.

For children who do not follow the school Behaviour Expectations, the following procedures will be followed:

From time to time it is inevitable that some children do not make positive choices about their behaviour; at this point, the language we use is crucial.

1. Behaviour reminder

Say the child's name and repeat the expectation clearly. The desired behaviour is always described, rather than the undesirable behaviour being demonstrated.

E.g. *Child's name*, put your pencil in the pot, rather than *Child's name*, don't throw pencils at people.

2. Two positive choices are given.

E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated, in a calm tone, until the child chooses one of the two options

3. Give a choice and a consequence

If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given.

E.g. *Child's name*, you have a choice; you may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime.

4. Incident recorded in behaviour log and consequence actioned

If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken recorded in the child's behaviour log.

5. Children who are disrupting the learning of others.

The above steps should be followed initially however; the class teacher may decide that the child needs to be removed from the class to enable other children to learn. If this happens, the incident should be recorded in the class behaviour log.

Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought.

Consequences should never embarrass a child or seek to humiliate them in front of their peers.

6. Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred directly to team leaders, such as acts of excessive aggression towards another child or a member of staff. Team leaders will investigate the incident and will decide on appropriate actions. They may inform a member of SLT, depending on the severity of the incident that has taken place.

Where there has been an act of aggression towards another child or member of staff, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. The incident will be logged both in the behaviour log and on CPoms. For incidents of this nature, internal isolation or an exclusion may be considered with by the Principal.

Bullying, violent or aggressive behaviour is not acceptable at Abbey Hey Academy.

Bullying

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms.

Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group either physically or emotionally. It can take many forms.

Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or the internet
- prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text

- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Bullying will not be tolerated at the Academy

Parent should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Home School Book

For some children, it may be appropriate for class teachers and parents/carers to have more frequent discussions regarding a child's behaviour. In this instance, a Home-School book may be considered.

It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet; used successfully, it should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

Safe Place

All classrooms have a Safe Place. This is a place where children can go independently at times when they feel stressed or upset. Children are not sent to the Safe Place and it is not a consequence for poor behaviour choices.

Personalised Plans

For some children, spending the whole day in class may be too much for them to cope with and be successful. The Senco, along with the class teacher, parents and other Senior Leaders will carefully analyse trigger points for such children and devise personalised learning plans for them which may involve them spending time away from class or the playground with an experienced member of staff. This would be in



no way be seen as a punishment for unacceptable behaviour, merely a way of meeting individual needs.

The child would be expected to complete the learning set by the class teacher but would take part in therapeutic interventions that would help the child manage and regulate their behaviour.

CPoms

School records all Safeguarding and serious incidents, including race, hate or bullying incidents on CPoms. Serious incidents that have required staff to positively handle a child will also be added to CPoms, with specific details. Behaviour incidents that are not considered to be of a serious nature will be recorded in the class behaviour log. When the child reaches the end of a step in the Behaviour Log, this will be recorded on CPoms.

Reaching the End of a Step on the Behaviour Log

When a child reaches the end of Step One or Step Two they will be invited to attend a meeting with the class teacher.

During the meeting, their behaviours will be reviewed and targets will be agreed. The child will then attend a review meeting in 2 weeks. If the targets are met, the child will return to the beginning of Step One. If targets are not met, the child will continue on Step Two. If targets are not met after a meeting for Step Two, the child's parents/carers will be invited to meet with the Year Group Lead, Class Teacher and SENCO at the end of Step Three.

If the child progresses to the end of Step Four, parents/carers will be invited in to meet with the Principal, Class Teacher and SENCO. In the rare instance that a child progresses to the end of Step Five, the Senior Leadership Team will meet and review all options, considering a change of setting or permanent exclusion. A multi-agency meeting with a representation from the governing body will be called if a permanent exclusion is agreed. Parents will be informed of the outcome.

Lunchtimes

Children are expected to follow the same behaviour expectations at lunchtime that they do for the rest of the school day. Lunchtime staff will follow the same procedures for managing children's behaviour. If an incident needs to be recorded in the behaviour log, the lunchtime organiser will communicate the incident to the class teacher. Who will then complete the log.

Prohibited items and searches:

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member).

The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be



carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations 11 where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- cameras
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the listed items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm).

Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk



that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy and is likely to face permanent or a fixed term exclusion from school.

Sometimes, it will be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Exclusions

Also refer to the schools Exclusions Policy.

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions.

Section 1 makes specific reference to the Equalities Act.



These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

Types of Exclusion

Fixed Term Exclusion

A fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusions for children with an EHCP - the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- the school behaviour policy, special educational needs policy and equality law obligations.

Principal's Decision

The decision to exclude will be made by the Principal or the designated Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give



Policy reviewed June 2021 by Tracey Short

Next review due June 2022



Abbey Hey Primary Academy

The best in everyone™

Part of United Learning