



BEHAVIOUR MANAGEMENT POLICY

2020-21

Potter Street Academy
Part of the Passmores Co-operative Learning Community

Behaviour Management Policy

1 Introduction

At Potter Street Academy we strongly believe that every child has a right to feel safe, a right to feel happy and a right to learn. Positive attitudes to learning are essential for children to make maximum progress. The relationship between home and school working together is a strong factor in promoting and maintaining high expectations and positive behaviour. At PSA we expect the highest standards of all our children. We feel that the best way to encourage appropriate behaviour is through teaching them how to follow core values that develop each individual child. We also believe in positive reinforcement of children's successes and appropriate responses to unacceptable behaviour.

2 Aims

In order to enable effective teaching and learning to take place, we seek to create a caring, safe and secure learning environment in the school by:

- Promoting Respect, Responsibility, Care, Trustworthiness, and Fairness, these are our core school values.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Promoting a sense of pride in school
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

3 School organisation

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Have a shared set of school values for the whole school community to follow, which are displayed, around the school, in each classroom and on our website;
- Communicate clear, consistent expectations throughout the school
- Recognise and reward positive behaviour;
- Create a caring, calm environment;
- Provide a stimulating and differentiated curriculum;
- Promote the children's involvement and commitment to all aspects of school life;
- Involve the school council in policy development.

4 Encouraging Appropriate behaviour

At Potter Street Academy we believe in positive reinforcement of children's successes. Praise, celebration and rewards are important in encouraging and reinforcing good behaviour. They

- Contribute to an ethos of friendly acceptance
- Reinforce right choices
- Promote a positive self- image and raise self esteem
- Increase the children's confidence.

4.1 At Potter Street Academy we use a range of positive reinforcements. These include:

Praise

- Verbal praise
- Written comments in books
- Sharing work with the class
- Direct praise to parents at the end of the day
- Sharing work with the Headteacher/Deputy Headteacher

Celebration

- Displays of work around the school
- Showing work in sharing and class assemblies
- Sharing names of pupil's receiving 'Star of the Week' awards on displays and on the school website

Rewards

- Stickers and stamps
- Certificates for academic achievement
- Head teacher certificate for progress in learning
- Trophies
- Roles of responsibility (House Captains, Monitors, Play Leaders and Class monitors)
- House points
- Termly reward activities and trips

4.2 School House Point System

At Potter Street Academy all children belong to one of four houses and house points form our whole-school reward system promoting the school values between our children.

Children can be given **house points** for consistently showing Respect, Responsibility, Care, Trustworthiness, and Fairness and also for achievements in their academic work. House points are awarded to children in class and recorded on a house point chart displayed so children can see how many house points they have collected on a regular basis. All members of staff in school can award children a house point. For house points children collect, they earn a certificate which are given to children to be taken home for children to share with their family.

Certificates that can be earned are different colours and children are encouraged to set themselves goals to which colour certificate they want to work towards.

Certificate colours are as follows:

White certificate for 5 house points

Turquoise certificate for 10 house points

Magenta certificate for 15 house points

Amber certificate for 20 house points

Bronze certificate for 30 house points

Sapphire certificate for 40 house points

Emerald certificate for 50 house points

Silver certificate for 60 house points

Gold certificate for 70 house points

Ruby certificate for 80 house points

Diamond certificate for 90 house points

Platinum certificate for 100 house points

The House with the most points collected each week, has their house colour ribbon attached to the House cup for the week and this is displayed with pride in the schools trophy cabinet.

5 Discouraging Inappropriate behaviour

Although we wish to promote good behaviour through the use of positive strategies, there is sometimes a need for consequences that show some behaviour is unacceptable.

5.1 Responding to problems

When dealing with children we must all act as positive role models for the children, always displaying the school values.

We need to:

- Separate the child from the behaviour -be disapproving of the behaviour not the child
- Treat children as you would want teachers/adults to treat your own children
- Think about the language you use, e.g. discuss how their choices do not reflect particular values
- Respond to problems in a calm and controlled manner

5.2 Sanctions

When children use inappropriate behaviour, teachers will use a system of actions to manage that behaviour:

5.2.1 In class:

Step

1. A reminder that their behaviour is not acceptable (**first reminder**)

2. If this is not sufficient for the child to focus on their learning a **second reminder** is given and they will be moved to another area of the class for thinking time to reflect on their actions.
3. When this is still not enough to help the child make appropriate choices, they are sent with their work, to another class where they remain for a short period of time. They must ask to return to the classroom and apologise appropriately to the adult and talk through better behaviour choices.
4. If the child returns to class and continues to disrupt classroom learning or show inappropriate behaviour, they are sent, with work, to a senior member of staff for the rest of the morning or afternoon. The class teacher will meet with the parents after school or contact the parent in a telephone message to discuss concerns in behaviour.

All incidents at this stage will be recorded on SIMs.

- 5 After this, children who have reached this stage will be sent to the Deputy Headteacher if the undesirable behaviour persists. At all times a record is kept of the incidents using a blue form. The Deputy Headteacher will decide if a longer internal exclusion of a day out of class or longer is needed, whether to contact parents or, if more serious, refer to the Headteacher.
- 6 The Headteacher will meet with parents of children who continue to struggle with school rules and discuss:
 - Need for a **higher level of outside agency;**
 - **Internal exclusions** – These vary in length and are usually in place until a change in attitude is seen. It is for those children who find trouble being in class without repeatedly disrupting the learning of others. During internal exclusions the child is taught in a different class to their peers and they are not allowed on the playground during play and lunch times. In some cases, a child may be internally excluded in the partner primary school, Purford Green.
 - **Fixed term exclusions** – These vary from lunch time exclusion for children with poor social skills who persistently get into trouble at unstructured times, such as playtimes, to half days, one day or several days. All exclusions will be managed within school although multiple days may take place at **Passmores Academy**
 - **Permanent exclusion/Alternative provision(e.g. Aspire Academy)** – This is rare, but is a potential consequence for children who have had several fixed term exclusions and/or the relationship between home and school has broken down and the school can no longer meet the needs of the child.

If a child physically hurts an adult or child in class on purpose or swears at an adult they will automatically be sent to the Deputy Head teacher for the session and in discussion with the Headteacher, a sanction of a longer period out of class may be decided.

5.2.2 Other Strategies

Teachers are encouraged to use as many strategies as possible in helping children avoid being given reminders. These may include:

- Planned ignoring
- Light verbal disapproval referring to the school values
- Non- verbal disapproval
- Focussing on another child's correct choices – proximity praise
- Using humour to defuse a situation
- Reminding a child that continuing with that behaviour, not showing the school values, will result in a reminder
- Lunch time and break time reflection for not completing appropriate levels of work in class

5.2.3 Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. Although the children are supervised, some children find these times difficult especially during the longer lunch times. However, in order for all children to enjoy this time they still need to show the school values.

At play and lunch times three simple steps are followed:

- Given a reminder referring to the school values not being shown
- Being asked to go inside to see the senior midday for 5 / 10 mins to calm down at lunch time or, during playtime, remaining next to the school adult on duty to discuss and talk through inappropriate behaviour.
- Being sent to the senior member of staff on duty for the rest of the play / lunch time

Children who deliberately, physically hurt another child either as an instigator or in retaliation will be sent straight to a senior member of staff and they will be kept in instead of being allowed on the playground and will have reflection time.

At lunchtime, Midday staff will feedback any behaviour issues to teachers and the sanction given to the child could involve missing part of the next lunchtime if deemed serious enough. MDAs, will inform the Senior MDA who, if decides the child needs to be in reflection, will write this in the detention book in the school office. Should there be a more serious level of incident on the playground then the Deputy Headteacher will be consulted and if, necessary, the incident is referred to the Headteacher. In this instance it is likely that the child will then spend a fixed amount of time inside school instead of the playground.

5.3 Behaviour and Emotional Support recovery plan

If it is clear staff are doing more than is normal to manage a child's behaviour the class teacher will ask for support from the SENCo who will devise a behaviour recovery plan with specific targets developed to support the child's behaviour. Support from the Educational Welfare Officer, Educational Psychologist or Behaviour Support Team will also be sought for all children who offer consistently challenging behaviours.

5.4 Internal exclusions

Repeated inappropriate behaviour that does not improve following support plans implemented by the class teacher, or one-off incidents, may result in an internal exclusion.

These will be administered by a member of the SLT in consultation with the class teacher. These will take place in a time out area either in another classroom or another area of the school.

Re-integration into the classroom may include a daily report which is taken home each day to be shared with and signed by parents or carers.

5.5 Formal Exclusions

Repeated inappropriate behaviour, including bullying and racist incidents, which does not improve following support plans, parental involvement or sanctions may result in a fixed term or permanent exclusion of the pupil.

Incidents of a more serious nature resulting in a fixed term (usually at Passmores Academy) or permanent exclusion (Aspire Academy) include:

- physical assaults on another person
- damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age and the nature of any disability will be taken into account when these decisions are made. The decision to exclude can only be taken by the Headteacher, or in her /his absence by the Deputy Headteacher. Exclusions will follow the Essex Guidance on Exclusions.

6 Unacceptable behaviour

6.1 Bullying

This school recognises and affirms the right of every child to learn in a safe and secure environment.

Definition of bullying - Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. e-bullying, spreading rumours, excluding someone from social groups).

We take a proactive approach to bullying as well as responding when an incident occurs.
(See *Anti-Bullying Policy*)

6.2 Harassment

Harassment including racial, sexual, and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified structures (See Equality policy and *Equality Plan*).

6.3 Truancy

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Headteacher. The Head Teacher and Attendance Officer will monitor and liaise with parents as appropriate. If further action is necessary the Attendance Officer in conjunction with the Missing Education & Child Employment Service **MECES** will pursue it. The school is required to publish its numbers of authorised and unauthorised absence (See *Attendance Policy*).

7 Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

8 Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention, when the children are in school uniform, and could potentially bring the school in to disrepute, will be dealt with in partnership with parent/carers.

9 Physical Restraint

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

All incidents of physical restraint will be recorded in the Register of Physical Restraint. (see *Physical Restraint Policy*)

10 Behaviour of Parents / Carers

Developing effective partnerships with our parents is an important part of our work at Potter Street Academy and we welcome and encourage parents / carers to participate fully in the life of our school. So these partnerships can continue to flourish and progress, we remind parents that some behaviours are not acceptable, these include:

- Disruptive behaviour, which interferes with the running of the school in any way
- Use of loud, offensive language, swearing, cursing or displaying a temper

- Verbally or physically threatening a member of staff, Governor, visitor, fellow parent or pupil.
- Damaging school property
- Abusive or threatening texts/emails/voicemails or any other form of written or verbal communication
- Offensive or derogatory comments regarding the school or any of the pupils/staff/parents at the school on any social media site
- The use of physical aggression towards another child or adult
- Approaching someone else's child without the permission of the parent
- Smoking or consuming drugs or alcohol whilst on the premises
- Bringing a dog into the school grounds

If any parent has any concerns, they are able to talk to the class teacher or a senior member of staff so they can deal with anything in a fair and calm manner.

If any of the above behaviour is reported to the school, a senior member of staff will meet with the parent to discuss their behaviour and send a letter discussing the outcomes of the meeting. As it is an offence to cause a disturbance or nuisance on school premises, the school reserves the right to take necessary action to ensure members of the community are not subject to abuse. The school may prevent parents or carers from entering the school and/or contacting staff, and, in this situation, the parent will be responsible for organising alternative arrangements for their child to be collected.

11 Conclusion

Ultimately it is the child who chooses and is responsible for his/her actions. We work to make the right choices rewarding so that the resulting optimum environment is achieved for the benefit of all.

Review

All staff at Potter Street Academy are responsible for the implementation of the Behaviour Management Policy. This policy should be read in conjunction with the Behaviour Strategy and policies for:

- Anti-Bullying
- Restraint
- Child Protection

The policy will be reviewed annually by the Senior Leadership Team (SLT) following consultation with the staff, children, governors, parents and carers.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

Updated September 2019
 Ratified by the Governing Body: October 2019
 Next review September 2020