



# Behaviour Policy

## Stockwell Academy



**Date issued: March 2017**  
**Ratified by the Trust Board:**  
**Review Date: March 2018**

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

### **Equality Act 2010**

At Stockwell Academy we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative Practice philosophy. Restorative practice aims to build our community and to repair and strengthen relationships within our community.

Our school embraces Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

### **A shared ethos**

We will strive to encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

At Stockwell Academy we believe that:

- \*Everyone has the right to be heard/listened to
- \*Everyone has the right to feel safe
- \*Everyone has the right to learn
- \*Everyone (adult and pupil) should strive to be the best they can

### **Aim**

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- \*Encourage all children to be proud of themselves and our school
- \*Encouraged good manners and self-discipline in a secure environment
- \*Promote respect and tolerance at all levels
- \*Build self-esteem in all children through our Restorative Community
- \*Provide opportunities for all children to experience success
- \*Encourage interest and motivation through the opportunities provided in different aspects of school life
- \*Encourage a sense of responsibility through our Restorative Practice
- \*attend to the needs of the whole child, this will look and feel different for every child

\*Provide equal opportunities for all and strive to be a fully inclusive school

### **The Responsibility of Our School Community**

In order to ensure that all children are safe, can learn, and be respected, all members of staff have a duty to make sure that the school code of behaviour which underpins the above are applied consistently. There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE (Jan 2016) Behaviour and Discipline in Schools guidance).

Our Code of Behaviour (school rules) is worded positively to emphasise good behaviour, it is reviewed at the beginning of the year by the school council and each class sets its own class expectations (non negotiables), which are displayed as a reminder and referred to regularly.

Our school Code of Behaviour is displayed in every classroom and on all corridor areas, halls, etc.

We believe that good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties.

Regular communications will take place in a number of ways, for example:

\*Teachers speaking face to face with parents on a daily basis as they bring/collect pupils

\*Regular parent consultation days which are a three way process involving the child reporting on their own progress, and the teacher listening to the parents

\*An open door policy where parents are encouraged to consult with the school over matters of concern

\*Parents events such as workshops, 'stay and..' events , coffee mornings, class assemblies, family challenge sessions

\*Weekly coaching news, termly class newsletters and weekly school letters home

Face to face meetings when a child is displaying difficulty

### **Our Code of Behaviour**

The children designed the following whole school Code of Behaviour

Be Respectful  
Be Kind  
Be Polite  
Be Sensible  
Be Safe  
Be Tidy  
Work Hard

### **Classroom rules:**

Classroom rules should be negotiated. They should be short, practical and useful

- Phrased in a positive manner.
- Specific and objective so that both teacher and pupil know when they are being kept.
- Practical and realistic.
- Few in number (3-5)
- Write rules with class.
- Stick to school **house reward system** but have own internal reward system if choose to.
- Behaviour system for consequences

### **Unwritten Rules:**

Children are expected to -;

- Move quietly and calmly around the school at all times.
- Go to assemblies in assembly lines – ordered so as to avoid problems of mixing of children.
- Keep to the left in single file – first child to stop and hold the door open.
- Go into assembly and sit down when told to.

At other times any children sent out of class to go in pairs – must decide on sensible child e.g. register, message, toilet, etc.

We believe that the relationship between class teacher and pupil underpins good behaviour

The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The children and adults are responsible for their own actions and the choices that they make.

Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see appendix for restorative questions to be used in the circles). .

### **Promoting Responsible Attitudes**

The principles of Restorative Practices are promoted by the school community (See RP Policy). The deed will be separated from the doer and children are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

\*Children in all classes are voted by their peers to represent them as school Council and these will be changed on a termly basis

\*Buddies help younger children to organise and play games during playtime

\*Support partners support pupils during lesson time and around school

\*Children are encouraged to apply for jobs and will undergo an interview process. They will receive wages in the form of points which can be exchanged for prizes. Children must carry out their role according to the job description. This encourages responsibility and prepares them for the world of work

\*Year six ambassadors

\*E-safety officers support other children with any worries about internet safety or Cyber bullying.

### **Unacceptable Behaviour**

At Stockwell, there is no place for violence, bullying (including cyber bullying), harassment, (racial, sexual or other), vandalism, rudeness, or bad language within our school community. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour should be dealt with firmly, in line with the school's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. The School Council takes a leading role regarding information about bullying and prevention.

Stockwell Academy promotes the concept of 'Fair Process' within our community, which provided a means for it's members (adults and pupils) to measure unacceptable behaviour.

Rewards rather than sanctions are our preferred incentive to good behaviour.

### **REWARDS**

- All staff give children house points.
- We distribute merits to children either for consistently good work or behaviour, or to acknowledge outstanding effort in upholding the school values
- The academy acknowledges all the efforts and achievements of children, both in and outside in the community, photographs of all children receiving certificates are displayed on the Achievement boards in the hall.
- Rewards should be accessible to all children – including the quiet ones so often over looked. Rewards need to be invested with value so that they are seen as a real achievement.
- House points are given at the teachers, teaching assistants etc discretion for e.g. finishing work, punctuality, having reading book at school, good work ,good behaviour, special effort, improvement in behaviour,

helpfulness, kindness or any other thing the adult thinks they deserve praising for. .

- Children who have managed to stay in green should be presented with “the staying in Green” certificate at the end of the week.

## SANCTIONS

- Missing breaks or part of lunch hour
- Exclusion from their class community (until a restorative circle can take place )
- Participation in a restorative circle with agreed consequences
- Withholding participation in a special event or trip that are not an essential part of the curriculum
- Completing work missed due to behavior in own time
- Spending time ‘ Repairing Harm’ e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources

### **Classroom Sanctions**

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with ‘Fair Process’(RP) pupils who are misbehaving are given where possible choices in order to take the ‘heat’ out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the ‘wrong doer’ to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

## DEALING WITH INAPPROPRIATE BEHAVIOUR

The academy employs a number of sanctions to enforce the rules, to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 1- Verbal warning given
- 2- Name moved to Amber
- 3- Child given a chance to correct their behaviour (If behaviour improves child should be removed back to green).
- 4- Repeated poor behaviour, name to be placed on the red traffic light and sent with an adult or two other pupils to Mrs Balmer/ Mrs Rooks room with a reason for removal form and work the child can complete independently in the independent area. Once the behaviour has improved and the work has been

completed a restorative circle will be done with the pupil and he/she will be taken back to their classroom.

- 5- The child will be welcomed back in the classroom and name card returned back on to the Green Traffic light for a fresh start.
- 6- Repeated poor behaviour that warrants moving to red again behaviour team to be sent for and the child will be placed in the independent learning area for the rest of the day to complete work given.

If unacceptable behaviour is repeated during the week, The Lead Behaviour Practitioner (LBP), teacher will meet with the child and inform the parents / carers.

If unacceptable behaviour continues class teacher and The Lead Behaviour team will arrange a Restorative meeting with the parents to discuss strategies that have been used and those we are trying out with their input.

If the unacceptable behaviour has affected the class a circle will be organised by the class teacher, to repair any harm caused.

Exceptions... Straight to Red on the traffic lights and the behaviour team called.

- Unacceptable language will lead to a circle with LBP.
- Fighting and threatening behaviour will lead to a circle with the LBP.
- Bullying or intimidating behaviour will lead to a circle with LBP, child removed to the isolation area and a call home to parents.
  
- If child is disrupting others or threatening the safety of themselves or others they will be removed in accordance with the school Positive Handling Policy by the staff trained in the team teach method,( pupils safety is vital, if the class seem in danger REMOVE THE CLASS OUT OF THE SITUATION)
  
- Physical or verbal abuse of staff – independent learning area until a meeting is held over what exclusion is to take place.
- Damaging of school property – sent to the Principle.
- Theft – sent to the Principle.
- Dangerous substances or objects – sent to the Principle.

All meetings with the Principle of the academy are recorded and the unacceptable behaviour closely monitored. Parents/ Carers will be informed of this and asked to attend arranged meetings.

**Exclusions**

At Stockwell Acadmey we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

**Parents as Partners**

Good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties.

*Regular communication with parents will take place in a number of ways, for example:*

\*Teachers speaking face to face with parents on a daily basis as they bring/collect pupils

\*Regular parent consultation meetings involving the parent, child and teacher talking together about the child's progress

\*An open door policy where parents are encouraged to consult with the school over matters of concern

\*Parents events such as workshops, presentations, coffee mornings and assemblies

\*weekly coaching news and termly class newsletters

\*face to face meetings when a child is displaying difficulties as outlined above in our behaviour strategies

### **General Note**

1. At every stage the child should be involved in or informed of the action taken
2. Urgent or serious incidents should be referred straight to the head teacher
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded

Behaviour logs should be used to keep updated records and submitted to CPOMS.

### **Peer on peer abuse**

At Stockwell Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated or passed off as 'banter' or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.



(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)

### **Behaviour Beyond the School Gates**

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **If a child leaves the school premises at the wrong time, the school office/Senior leader should be informed immediately.**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006 it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

### **Lunchtimes**

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, mid-day supervisors should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

### **Using force to control or restrain pupils**

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

\*Committing a criminal offence.

\*Risking the safety of self and/or others.

\*To maintain good order and discipline in the classroom

\*To prevent damage to property

- See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE

'Reasonable force' is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Procedures**

#### **Monitoring and evaluating Behaviour over time**

Incidents forms are available and should be completed for :

- \*All racial and discriminatory incidents
- \*Acts of bullying and harassment
- \*Serious incidents
- \*Repeated low level incidents over a short period of time
- \*Any other incident which in the teachers judgement needs logging

Stockwell Academy has responsibility for checking logged incidents on a regular basis and identifying any patterns.

### **TRAINING**

The Headteacher at Stockwell Academy has the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available

### **CONCLUSION**

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations.

The staff and governors will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement .

This policy will be monitored and evaluated by governors and staff on an annual basis.

Guidance as been taken from Behaviour and Discipline in Schools, advice for Headteachers and School Staff , January 2016

### **Related internal and national guidance**

This policy should be read in conjunction with the following internal and national guidance:

#### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – Sept 2016
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – Oct 2014
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – February 201
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between children in schools and colleges – December 2017

## APPENDIX

### Effective Statements

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

#### Statements

I was very disappointed when you did that to John.  
I am upset and angry by what has just happened.  
I feel that all the work I have done has been wasted through your actions.  
I feel that (describe the action) was very disrespectful.  
I feel disrespected and angry when you ignore me.  
I am sorry that I misunderstood the situation.....  
I feel really proud of you when I heard.....  
I feel really pleased and encouraged that you made the right choice.  
I respected your honesty and thank you.  
I want to thank you for your cooperation.

### Restorative Questions

To be used by adults and children to support situations where harm has been done

#### Questions

What happened? – followed by:  
What were you thinking about when you did that?  
How did your actions affect.....?  
How do you think.....felt about what you did?  
How do you feel about what you did?

**How do you feel about what you did and the affect it had it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the child.

### Minor Incidents

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;

- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

**When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the child.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

**Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the child in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the child and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.