



## **POLICY:**

### **Behaviour**

**Author: Head of School**

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**Review Body: Broadstone First School  
School Standards Board**

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## CASTLEMAN ACADEMY TRUST

### Behaviour Policy

The Castleman Academy Trust believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our students so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure.

This policy acknowledges the Trust's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour, which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning, or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and sanctions that will be applied.

This policy has been written in line with the following guidance:

- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff 2022)
- DfE School Discipline and Exclusions
- DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement

It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, and SEND Policy and the Trust's Equality Policy and Suspensions and Exclusions Policy.

#### **Our Aim:**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, and all our decisions are based on our aim to 'prepare children for a life well lived'. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Broadstone First School we have children and staff who care for each other and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that younger and older learners can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help children to grow in a safe and secure environment.

We are aware of our duty to support positive behaviours that if left unchallenged may lead to harassment in later life. These are specific to the protected characteristics. Also, our responsibilities outlined in KCSIE 2023 with specific reference to child on child abuse.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **Positive and Negative Consequences**

We firmly believe that if learners are actively and purposefully engaged, they are unlikely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, learners will be motivated and enthusiastic to be involved in their day to day learning. We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal. (Please refer to our Learning and Teaching Policy for further details)

Through our aim of 'Preparing Children for a Life Well Lived' and the development of our Four Pillars; knowledge acquisition, preparation for work, self-agency and taking positive action, our children are encouraged to develop self-agency. This refers to the feeling of being in control of our own actions and the consequences they have on our lives. Our children are encouraged and expected to take responsibility for their behaviour. Through various methods, children are led to understand that our actions have consequences which can be both negative and positive – depending on the behaviour.

Self-esteem is the personal picture we have of ourselves - our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, children and adults, need praise, success, recognition and affection and through this we can accept learning challenges and failure.

We promote positive behaviour through:

- ✓ Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community
- ✓ Ensuring that all staff apply rules consistently, but that there is flexibility in the use of negative consequences to take account of individual circumstances
- ✓ Understanding that pupils are valued as individuals and taking into account the individual needs of all pupils
- ✓ Ensuring the curriculum is appropriate for each individual pupil
- ✓ High quality teaching and learning using a variety of teaching styles and methods
- ✓ Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed by pupils and staff
- ✓ Target setting and individual support programmes
- ✓ Striking a healthy balance between rewards and sanctions
- ✓ Children celebrating their learning and achievements within whole school assemblies
- ✓ Discussions with pupils and School Council– giving children every opportunity to take responsibility and to make a full contribution to improving behaviour in school
- ✓ Whole staff CPD to support behaviour management
- ✓ Ensuring that the policy is clearly understood by pupils, parents and all school staff

- ✓ Children engaging in States for Learning time – when entering the classroom the children are provided with a morning activity. Teachers and Learning Support Assistants will welcome children into class and will see those children who may not be feeling positive and will take the time to ensure they acknowledge this and prepare learners for the day.

## **Our School Expectations**

Through the clear enforcement of simple rules and the rewarding of good work and behaviour we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. We are kind and helpful. We don't hurt feelings.
2. We work hard. We don't waste our own or others time.
3. We are gentle. We don't hurt others.
4. We look after property. We don't waste or damage things.
5. We listen. We don't interrupt.
6. We are honest. We don't tell lies.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (Please see our Anti-bullying Policy)

## **Rewards and Sanctions- the choices systems**

### **Rewards – House Points**

House Points are awarded for a variety of positive behaviours; these include displaying behaviours from our school expectations, positive contributions to lessons and good behaviour. The school expectations are displayed within classrooms in order to act as a reminder and model our high expectations. Through rewarding house points children begin to see how their behaviour choices impact those around them, not only do they receive the house point for themselves but also for their wider house team.

House points are collected visually in classes and counted weekly. These are then added to a whole house total from across the school. This is then revealed in our celebration assembly. There are a number of milestones each house could reach which is awarded with a non-school uniform day. In addition, at the end of each term the winning house are rewarded with a special treat, chosen by them for all their efforts and hard work.

### **Sanctions**

The school employs a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

How this is implemented:

First Warning – a verbal warning is given

Second Warning – name written on the board

Third Warning – name ticked – Child misses 5 minutes of social time. They will stay with the teacher and discuss the situation that occurred and positive ways of moving forwards.

Fourth Warning – two ticks by the child name – Child misses all of their remaining social time. They will stay with the teacher and discuss the situation that occurred and positive ways of moving forwards.

In the unlikely event of a child continuing to disrupt or any form of abusive, aggressive behaviour or swearing a member of SLT/Inclusion Team should be called, and the child will be removed from the classroom. Parents/carers will be informed and the child will continue their learning outside the classroom up near the school office, out of rotation.

N.B After each sanction the child is made aware that the sanction has finished. Through discussion with the teacher they will agree on a positive way of moving forward, a line is drawn under the behaviour/situation, and a fresh start is given.

It is important to remember that the vast majority of pupils will respond to and benefit from the above policy. However, from time to time, there may be pupils who do not respond to established incentives and sanctions. These pupils will need an individual contract.

### **Working with our parent partners**

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern.

Parenting is a difficult and vulnerable task. Parents play a crucial role in enhancing their children's self-esteem. Every parent has the right to hear regular 'good news' about their children and at Broadstone First School they do. We regularly invite families in to celebrate learning. This is done in a variety of ways. Children thoroughly enjoy sharing their learning with their families and as such present a very positive outlook.

We will strive to ensure children receive consistent messages about how to behave at home and at school. We would expect parents to support the school in their expectations too. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/careers as soon as possible if we have concerns about a pupil's welfare or behaviour.

If parents have any concern about the way pupils been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Executive Head and then Chair of Governors at the school.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

Behaviour logs are kept on our management information system. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Head of School and Executive Head Teacher**

It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Executive Head-has the responsibility for giving suspensions to individual children for serious acts of misbehaviour this can be for no longer than forty-five days in total. For repeated or very serious acts of anti-social behaviour, the Executive Head may permanently exclude a child.

### **The role of governors**

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head of School and Executive Headteacher in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

The school views suspension and exclusion as a last resort. Suspensions and permanent exclusions are managed in line with the Department for Education's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' (September 2023). The school will follow the Trust's Suspensions and Exclusions Policy.

The Executive Headteacher or Head of School informs the Chair of Governors of any suspensions or permanent exclusions made. Suspensions and exclusions are reported to the School Standards Board via the Termly Report to Governors.

The School Standards Board itself cannot either suspend/exclude a child or extend the suspension/exclusion period made by the Executive Headteacher.

The School Standards Board has a Suspensions and Exclusions committee. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances in which the pupil was suspended/excluded, consider any representation by parents and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

**SCHOOL STANDARDS BOARD EXCLUSIONS COMMITTEE:** As this can change as and when new Governors are appointed, the Governance Officer keeps an up to date list. This can be obtained when required.

### **Restraint**

In extreme cases where physical danger to self or others seems likely it may be necessary to restrain a pupil. All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DFE. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Pupils will always be advised of the steps to be taken before and during any restraint and a 'cooling off' period will be applied. This may take the form of an internal or external exclusion.

### **Monitoring**

The Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the School Standards Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Equality Impact Assessment**

This policy has been reviewed with the equality impact considerations as laid down in the Trust's Equality Policy.

## Appendices 1

### **The Link**

Within our school, there is a resourced base that mirrors our main school behaviour policy. However, the staff make reasonable adjustments depending on any need driven behaviours and these are addressed, as necessary. There could be occasions where the placement is unable to support an individual with any ongoing or challenging behaviours that may become a safeguarding issue. In any cases such as this, it is important to assess whether this alternative provision is meeting the needs of the individual's EHCP and therefore whether this placement can continue.