

## MANAGING CHILDREN’S BEHAVIOUR

### Policy Statement

It is a primary aim of our Academy that every member of the Academy feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The Academy behaviour policy is, therefore, designed to support the way in which all members of the Academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### Responsible Persons

Executive Head Teacher, Children’s Centre Manager and Caretaker

### Associated Policies

***Unacceptable Behaviour and Consequences KS1 and 2 statement.***

Safeguarding, Anti Bullying, Lone Working and Health and Safety and the

### Legislation

*Education and Inspections Act 2006 (EIA)*  
*Section 88(1), Section 88(2) and Section 149*  
*Education Act 2002 - Section 175*

### Purpose of the policy

- To make practices explicit and clear
- To ensure there is consistency across the Academy

*The Four Acres Behaviour Policy and Academy Rules:*

- Are developed through consultation with all groups within the Academy community (including pupils and their families) to ensure commitment and understanding;
- Are communicated clearly to all (pupils, their families and school staff) and monitored for consistent application;
- Incorporate clear guidelines for applying the Behaviour Policy and Academy Rules beyond the Academy’s premises;
- Incorporate clear guidelines for the use of physical force or other physical contact in matters related to behaviour;
- Are clear about any items which are not to be brought to Academy, and incorporate guidance for searching pupils and dealing with banned items;
- Include systems for pastoral care of Academy staff accused of misconduct.

The Academy Rules:

- Re based on mutual trust and respect for all and a clear view of rights and responsibilities;
- Ensure that every member of the Academy is treated fairly and equally and feels valued and respected;

Define practice in relation to individuals or groups with special needs;

- Encourage and develop good behaviour and foster good relationships;
- Prevent all forms of bullying amongst pupils;
- Safeguard and promote the welfare of children and their opportunities to learn;
- Encourage self-discipline and the taking of responsibility for actions;
- Include a system of rewards and sanctions that are proportionate and effective;

- Be such that grounds for exclusions are clear and based on these principles, and that the ultimate sanction of permanent exclusion is applied only rarely and in accordance with clear policy.

### **Guidelines**

Guidelines for behaviour are written with teachers and support staff to ensure commitment and understanding;

- The needs of children for reward and discipline vary greatly. Most children will conform readily to a warm supportive atmosphere and appropriate reminders.
- A few children will present the Academy with challenging behaviour. These can be in the short term in response to personal circumstances or in the long term in relation to a special educational need. Their behaviour cannot be allowed to limit the opportunities for the majority to learn.
- A range of services will be accessed to support children with challenging behaviour including: Inclusion Support, Behaviour Support, Educational Welfare and Child and Adolescent Mental Health Services
- The needs of the children who consistently behave in an exemplary fashion should be recognised wherever possible through additional reporting and rewards.

### **Roles and Responsibilities**

#### **All Staff**

- Support the good behaviour of the Academy
- Follow the procedures outlined in the policy

#### **Class Teachers**

- Manage behaviour in classrooms as far as possible
- Deliver high quality lessons that engage and enthuse pupils
- Introduce and implement the Golden Rules
- Introduce and implement the whole Academy system of praise and sanctions
- Through agreeing a classroom contract with the children at the start of the academic year establish rules and routines in the class that pupils understand and follow
- Implement IEP’s and monitor PSP’
- Implement Levels of Unacceptable Behaviour and Consequences strategy.

#### **SENCO**

- Organise behavioural support and diagnoses as far as possible
- To monitor behaviour IEPs (Independent education plans/PSPs (Personal support plans))

#### **Lead Behaviour Professional**

- Monitor the implementation of the behaviour policy
- Review the Behaviour policy
- Work with the Home Academy Liaison Leader and other key behaviour workers in managing behaviour within the Academy.

#### **The Classroom**

- Each classroom will have a prominent display of the Golden Rules. These will be discussed at the beginning of the year and regularly referred to throughout the year as core behaviour guidelines.
- Each KS1 & KS2 classroom will display the Levels of Unacceptable Behaviour and Consequences KS1 & KS2 statement.
- Each class will agree their own code of conduct at the beginning of the year, which provides the basis of behavioural management.
- Teachers will ensure that pupils are aware and understand these documents.

**Rewards**

Positive praise will be used as a motivator for children. This will be encouraged and affirmed through:

- Teacher/Executive Head Teacher/LSA/SMSA praise
- Notifying parents/carers
- Stickers/certificates
- House points
- Celebration Assembly
- Golden Time
- Postcards home

The Academy will use the SEAL programme, circle times and similar activities to promote good behaviour.

Children will be consulted on the reward system used in classes through the Academy Council.

**Golden Time**

- Golden Time is earned by each class during the week. Golden Time is from 2:30 – 3:00 on Friday afternoon
- Individual pupils can lose part of their Golden Time during the week. If they have a shortened Golden Time they sit independently in the class until it is time for them to start.

**Lunch Time**

SMSAs have stickers to award for good lunchtime behaviour. They can use praise and positive reporting to teachers, which can lead to the award of house points.

**Celebration Assembly**

Every week two children from each class are awarded Merit Certificates for behaviour and outstanding work during the week. These are presented in Celebration Assembly, their photographs are put up in the Academy entrance and they are listed in the newsletter. House points are added up and the house with the most points is awarded the Team cup.

**Behaviour Controls**

Each class operates a system of sequential warnings to children that are behaving inappropriately:

- Verbal warning
- Yellow warning
- Amber warning (missing five minutes of play and lunch break)
- Red card (removal from class)

Sanctions for unacceptable behaviour are listed on the Level of Unacceptable Behaviour and Consequences KS1 & 2 statement.

**Physical intervention by adults**

It is Four Acres policy that we only use physical intervention where a pupil is in danger of injuring themselves or other children, or if there is a significant disruption to learning. If physical intervention is used it is recorded and reported to the Executive Head Teacher.

This policy and procedure was adopted by the Directors on: Date / /

Signed:

Director 1

Director 2

Signature:

Signature:

Date:

Date

This policy and procedure was published on: Date / / Signed:

This policy and procedure is due for revision on : Date /

**Appendix 1: Behaviour and Consequences Table is attached.**

**Appendix 2**

**INCIDENT REPORT FORM**

This includes trespass, nuisance or disturbance on Academy premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to personal property.

This form should be completed as fully as possible (please use a continuation sheet if necessary). For an incident involving or witnessed by a child, a member of staff should complete the form on their behalf.

However, any discussion between one witness and another should not precede completion of the form, as this might lead to allegations of collusion.

Date of incident .....

Day of week .....

Time .....

**1. Member of staff reporting incident**

Name .....

Work address (if different from Academy’s address).

.....

Position .....

**2. Personal details of person assaulted/verbally abused (if appropriate)**

Name .....

Work address (if different from Academy’s address)/home address (if child).

.....

Job/Position (if member of staff) .....

Class

Age ..... Gender .....

3. Details of trespasser/assailant(s) (if known)

.....

4. Witness(es) if any

Name .....

Address .....

Age (approx) ..... Gender .....

Other information

Relationship between member of staff/child and trespasser/assailant, if any.

.....

5. Details of incident

a) Type of incident (e.g. if trespass, was the trespasser causing a nuisance or disturbance and how; if assault, give details of any injury suffered, treatment received etc).

.....

b) Location of incident (attach sketch if appropriate).

.....

c) Other details: describe incident, including, where relevant, events leading up to it; relevant details of trespasser/assailant not given above; if a weapon was involved, who else was present?

6. Outcome: (e.g. Whether police called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action?).

.....

7. Other information (to be completed as appropriate)

a) Possible contributory factors.

.....

b) Is trespasser/assailant known to have been involved in any previous incidents YES/NO?

.....

c) Give date and brief details of (b) if known.

.....

d) Had any measures been taken to try to prevent an incident of this type occurring? If so, what? Could they be improved?

.....

e) If no measures had been taken beforehand, could action now be taken? If so, what?

.....

f) Name and contact details of police officer involved, and incident number or crime reference number, as appropriate.

.....

g) Any other relevant information.

.....

Signed .....

Date .....

**Appendix 3 – Model Letters**

**Model Letter 1 – Warning Letter from Executive Head Teacher**

Dear

Re: Behaviour on Academy Premises on (insert date)

I refer to the incident that took place on the Academy premises today (or insert relevant day) when you (insert details of the incident).

If the Executive Head Teacher did not witness the incident they may wish to use the following text: I have considered the witness accounts of the incident, (if relevant: including your own), and it would appear (insert details of incident).

Your behaviour falls short of the standard of conduct expected of those visiting the Academy. I must therefore warn you that if you are involved in a similar incident again, you will leave me with no alternative other than to ban you from coming onto the Academy premises without my written permission.

I do hope that this will not be necessary and that I can rely on your cooperation in this matter.

Yours sincerely

Executive Head Teacher

**Model Letter 2 – Ban from Academy Premises for one week (or so) whilst obtaining the parent’s account and views from Executive Head Teacher**

Dear

Re: Behaviour on Academy Premises on (insert date)

I refer to the incident that took place on Academy premises today (or insert relevant day) when you (insert details of the incident).

If the Executive Head Teacher did not witness the incident, the following text may be used: I have considered the witness accounts of the incident, (if relevant: including your own), and it would appear (insert details of incident).

Your behaviour falls short of the standard of conduct expected of those visiting the Academy. (Omit if this is a first incident – As you will remember, I have previously warned you about your behaviour when I wrote to you on (date)). I have considered the matter very carefully and have decided that you should not be allowed on to the Academy premises from now until (insert date). During that time I will review the situation. Before I make a

final decision you may, if you wish, write to me to give me any further information you want me to take into consideration. You have until (insert date) to write to me.

If you need to speak to me or a member of staff about any matter, please telephone and I will make the necessary arrangements and confirm them to you in writing. You will not be allowed to come onto the Academy premises unless you have a letter from me giving you authorisation.

If you do not comply with this ban, you will be guilty of causing a nuisance or disturbance on educational premises. This is a criminal offence under section 547 of the Education Act 1996. If you were to commit this offence, you would be liable to prosecution in the magistrates’ court. If you were to be convicted, you would be liable to a fine and a criminal conviction.

I regret that I have had to take this action and hope that I can rely on your cooperation.

Yours sincerely

Executive Head Teacher

### **Model Letter 3 – Ban from Academy Premises for Specified Period from Executive Head Teacher**

Dear

Re: Behaviour on Academy Premises on (insert date)

I refer to the incident that took place on Academy premises on (insert relevant day) when you (insert details of the incident). In my letter dated (insert date), I referred to my intention to ban you from the premises and I invited you to make representations to me about this.

I have considered the points you have made to me and I have decided to proceed with the ban for a period of (insert number of weeks or an indefinite period), until (insert date), after which the ban will be reviewed by the Chair of Governors and myself. I will write to you again when this review is going to take place so that you may make written representations, which we will take into account. When we have made our decision, I shall write to you to inform you of it together with our reasons.

If you need to speak to me or a member of staff about any matter, please telephone and I will make the necessary arrangements and confirm them to you in writing. You will not be allowed to come onto the Academy premises unless you have a letter from me giving you authorisation.

If you do not comply with this ban, you will be guilty of causing a nuisance or disturbance on educational premises. This is a criminal offence under section 547 of the Education Act 1996. If you were to commit this offence, you would be liable to prosecution in the magistrates’ court. If you were to be convicted, you would be liable to a fine and a criminal conviction.

I regret that I have had to take this action and hope that I can rely on your cooperation.

Yours sincerely

Executive Head Teacher

**Model Letter 4 – Ban from Academy Premises from Executive Head Teacher**

Dear

Re: Behaviour on Academy Premises on (insert date)

On (insert date) I wrote to you informing you that I had temporarily withdrawn permission for you to come onto the Academy premises. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to let me have your written comments on this incident by (insert date).

I have not received a written response from you/I have now received a letter from you dated (insert date), the contents of which I have noted. (delete either sentence as appropriate).

(However) in the circumstances, (insert detail) I have decided to restore to you the permission to come onto the Academy premises, with immediate effect.

Nevertheless I remain very concerned at the incident which occurred on (insert date), and I must warn you that if there is any repetition of your behaviour on that occasion, I shall not hesitate to withdraw permission for you to come onto the premises again.

Yours sincerely

Executive Head Teacher