



High Crags
Academy

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Behaviour Policy

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Key Principles

The following key principles form the rationale for developing positive behaviour in our school:

- Motivated children who are interested in and focused on their learning will behave appropriately.
- Children who feel successful as learners and can see their own progress will become self-motivated and 'switched on' to learning.
- Developing positive behaviour is embedded in school systems and the school ethos. Through this we promote in pupils a recognition and acceptance of responsibility for their own actions, decisions and for their consequences.
- Positive behaviour in school stems from a school ethos which is based upon mutual respect for all individuals in school. Staff, pupils and parents will work together to create a 'positive, caring and mutually respectful environment'.
- Everyone in school will take on collective responsibility for discipline within an agreed framework.
- Developing a positive approach to behaviour in school and encouraging individual and collective responsibility for each other is integral to high quality educational provision.

Aims

We will ensure that everyone:

- feels safe and secure within school
- can learn in a supportive, caring environment
- can achieve academic, personal and social successes
- is treated with respect at all times
- is treated fairly in school
- understands the clear strategies and expectations that form the behaviour policy in school

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II)
- The headteacher or a member of the SLT will be duty during lunch break.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage, making sure that the work is well matched to the pupils' ability.
- Give the opportunity to work in groups.
- Make sure that pupils listen and are listened to and value others.
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model; deal with all children and staff following the behaviour code.
- Reward/praise positive behaviour and ensure the reasons for these are explicit.
- Use the behaviour system when necessary.
- Ensure the pupils in their class know the class and school rules.

- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Ensure the school values are displayed in all classrooms.
- Deal with all aspects of behaviour in the school.
- Avoid the use of judgemental language.
- Reflect upon the classroom management and organisation to ensure that children are not placed in a situation they are bound to fail.
- Have high expectations for behaviour throughout the school.
- Ensure pupils are involved in appropriate games in the playground making effective use of the equipment and ensuring it is well kept.
- Avoid keeping children idle/ waiting.
- Ensure that the children know that it is the behaviour that is unacceptable and not the child.

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions to punish a child have been used
- Promote positive behaviour at home in order to have continuity between home/school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy

Promoting Positive Behaviour

Good to be Green Policy

The school follows a 'Good to be Green' system to encourage positive behaviour. Children who stay on green all day will receive a merit mark which goes towards High Crags School Certificates.

Children whose behaviour or work ethic is considered unacceptable may receive a yellow warning card. If the behaviour continues they may receive a second yellow card. If the behaviour continues they will receive a red card and will need to see the Head Teacher or a member of the Senior Leadership team.

All yellow and red cards go back to green at the beginning of each new session.

Children who staff are exceptionally pleased with receive a Privilege Card. This can be given for behaviour or work. The number of privilege cards earned during any term are counted (marbles in a jar) and the class with the most are rewarded by having tea with a member of the Senior Leadership Team.

Each month class teachers nominate 2 Classroom Stars – and a certificate is given to them in the celebration assembly and displayed in the class. Once a month the whole school has a Celebration Assembly rewarding the achievements within school during that month.

Creative Curriculum

Through engaging children in a curriculum which is real, relevant and interesting, the adults in school aim to encourage children as learners. Through matching tasks to learning styles, stage of learning, multiple intelligences and interest's children become powerfully motivated as learners. This will impact on their behaviour within the classroom context.

Assessment for Learning

We recognise the importance of developing intrinsic motivation within each child. Alongside our system for rewards and sanctions in school, staff focus on developing a desire to learn and improve. Children are encouraged to work towards individual targets, assess and evaluate their performance. Having ownership of their learning and ongoing assessment for learning, children will become motivated through their success rather than extrinsic rewards.

Framework for Behavioural Approaches

Responsibility for classroom control and discipline lies primarily with the class teacher. However support is always available from colleagues in school for the purpose of pastoral care, praise, encouragement and discipline. Through using these support systems we will ensure that the school ethos will permeate throughout school.

The nature and level of support utilised by class teachers will depend upon the needs defined by individual circumstances.

Whilst the development of positive behaviour through praise and encouragement is core to the school values and therefore its ethos, there will be times when sanctions will inevitably be necessary.

Information will be shared with parents through parent meetings and reports. On a more immediate basis staff in school can write to parents in homework books, through telephone calls and meetings if required.

Good to be Green Positive Encouragement Structure

Stage 1

Spend time with them

Showing trust and appreciation

Special responsibility /jobs

Showing/displaying work

Non Verbal praise – smiles/thumbs up

Verbal Praise – this can range from a word in the ear to public recognition in class and should be related to the Values

Stickers

Note to parents

Assessment and Marking Policy will build on individual success and build self esteem.

Any child who stays on green all day will receive 1 merit mark

Stage 2

All the above and...

Sending to see Key Stage Leader or another class to share work.

Receiving a Privilege Card

Receiving a school council recognition certificate for displaying the chosen value of the week.

Receiving a Star of the Week certificate and photo going on Star of the week Board.

Stage 3

Whole School Celebration Assembly

Star of the month award

School council awards

Bronze Award Certificate – 75 merit marks

Silver Award Certificate – 150 merit marks

Gold Award Certificate – 225 merit marks

Head Teacher Award Certificate – 300 merit marks

Star award Certificate – 400 merit marks

Marbles in the jar tea

Always lunch

Attendance awards

Discouraging Poor Behaviour

When children behave in a way that is unacceptable, we believe it is very important that children recognise why that behaviour is unacceptable and the impact their behaviour has on others. With reference to the 'Values' time is taken to discuss alternative strategies or actions they could take. We recognise it is important to teach the children the 'Values' so they are clear as to the expectations in school.

Good to be Green Policy

The school follows a 'Good to be Green' system to discourage poor behaviour

Within the classroom, if a child behaves inappropriately, sanctions will need to be applied as follows:

A **yellow card** will be issued to the child. They will be told what behaviour the teacher needs to see from them.

If the behaviour does not improve then a **second yellow card** will be issued to the child and a reminder given of the behaviour you would like to see.

If the behaviour continues then a **red card** is issued to the child. The child will then go to the Head teacher's room for time out [the Assistant Headteachers in the Head teacher's absence].

At the end of each teaching session each child's card will go back to green.

On some occasions a child may go straight to a red card without the preceding yellow warning cards. This will usually be for extreme behaviour requiring immediate removal from the classroom or for physical violence towards an adult or child.

Good to be Green Consequence Structure

Stage1 - Low Level sanctions

Moving seats in class

Non-verbal cues e.g. the look.

Proximity [standing near the child]

Proximity praise [praising near the child]

Missing some break or lunch time [this should be kept to a minimum e.g. 1 minute]

Positive language focusing on the primary behaviour of concern and expected behaviour

Tactical ignoring and pausing

Give take up time

Limit their choice – you can either... or...

Refocus the child

Stage 2 – middle level sanctions

A second yellow card is issued and the child reminded of the appropriate behaviour.

A verbal warning is given to the child. It should be made clear what 'Value' they are not following and what behaviour you would like to see.

Stage 3 – High level sanctions

The Head teacher has the responsibility for giving fixed term exclusions to individual children for serious incidents. For repeated or very serious acts of anti-social behaviour, a child may be excluded.

Children who receive a red card [after receiving two yellow warning cards] will be seen by the Head teacher for 'time out'. They will need to consider their actions and the impact it has had on themselves and others.

A red card [without preceding yellow cards] will be given for exceptional behaviour. A member of staff may feel that behaviour is so serious that it needs to be referred straight to the Head teacher. This is defined as any assault on a pupil or member of staff and verbal abuse of an extreme nature directed at children or staff.

This is followed by a meeting/phone call/letter with parents to discuss concerns. This needs to be done in discussion with Head teacher.

Roles and Responsibilities of the Parents within the Positive Behaviour Policy

The school believes it is really important to build positive dialogue between home and school. At High Craggs school we develop this partnership through a wide range of initiatives. The school has dedicated staff who are responsible for developing links with the community. Parent Evenings once a term provide parents with feedback regarding their child's progress.

If staff are concerned about a child's welfare or behaviour we will inform parents immediately by phone or letter, and work closely with parents to support the child in school.

If a parent has concerns regarding how their child has been treated they should initially contact the class teacher. If they still remain concerned they should contact the Head teacher or in her absence a member of the Senior Leadership Team.

If parents are concerned regarding their child's behaviour at home, they can contact the school who can help the parent's to identify services which can support them.

Parents are informed of High Craggs School's Positive Behaviour Policy in the Parent's guide to positive behaviour which is given to all new parents and is available on the school's website.

Additional responsibilities of the Head teacher

It is the responsibility of the Head teacher to implement the School Behaviour Policy consistently throughout the school. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all staff and children in school.

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

The Head teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misconduct. For repeated or extreme acts of misconduct a child may be permanently excluded.

Children 'Beyond'

Occasionally some children may be 'beyond' the normal hierarchy of incentives and sanctions. This can be as a consequence of a variety of social, emotional and medical factors. These children require greater levels of behavioural and emotional support in order to modify their behaviour and provide for their mental well being.

A 'child beyond' will often be identified through a number of channels:

A new child whose records/discussion with parents/ Multi Agency working indicates concerns regarding emotional and social needs.

A child who is consistently having difficulties which result in a red card being given more frequently than expected.

These children each require an Individual Behaviour Plan [IBP] which identifies their own unique targets focusing on small achievable steps. Often these children will have a modified reward and sanction system. They may also be working on individual or small group programmes which could focus on social and/or emotional issues.

The child will be placed on the Special Needs register and their progress monitored regularly with all those involved in their education.

Fixed Term and Permanent Exclusions

Only the Head teacher, or the acting Head teacher, has the power to exclude a child from school. The Head teacher may also exclude a child permanently.

If the Head teacher excludes a child the parents are informed immediately. The parents are also informed of their rights of appeal, either verbally or in writing. If they wish to appeal this must be done initially to the Head teacher and subsequently to the Governors.

The Head teacher informs the Chairman of the Governing body.

Where parents make representations a meeting is convened as soon as possible and will include an impartial third party. Taking into account the views of the impartial third party the Head teacher will either confirm or review her decision.

Any subsequent representations are made to WCAT who have the right to uphold the exclusion or, after consultation with the Head teacher, to direct reinstatement.

The Use of Force to Control or Restrain Children

Please refer to the Restraint Policy for further information regarding this.

At High Craggs Academy we believe physical restraint should only be used when absolutely necessary and by a trained member of staff. If physical intervention is considered necessary, **it will only be after every other possible action has been considered.**

Physical restraint will only be used in circumstances to prevent a child from doing or continuing to do any of the following:

Committing a criminal offence
Injuring or endangering themselves or others
Causing excessive wilful damage to property
Engaging in any behaviour prejudicial to maintaining good order in the school.

If there are pupils in our care who are likely to require physical restraint, we need to ensure that a sensible plan is put in place. This will need to consider the following:

Day to day management of the child
Involvement of the parents in the plan
Ensuring that all relevant staff know what action to take.

All incidents of physical restraint should be recorded as follows:

Name[s] of child[ren]

Name[s] of staff who witnessed the incident

The reason force was necessary

Details of the incident including child behaviour, steps taken to diffuse situation, degree of force and how long it was applied.

The child's response and the outcome of the incident

Details of any injury suffered by people and the damage to property

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

A written record should be made and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

Lunchtimes

Lunchtimes are a crucial part of the school day. It is vitally important that children are able to enjoy a stimulating and safe lunchtime and that Lunchtime Supervisors are empowered to provide this. There are a number of systems in place to support this. Children are expected to follow the 'Values' during lunchtime. The Good to be Green Policy applies to behaviour at lunchtime.

Lunchtime Games :Each week named Lunchtime Supervisors will take responsibility for organising games for children during lunchtime.

Merit Marks : Lunchtime Supervisors are able to give merit marks for good behaviour. These convert to merit marks in the classroom.

Wet Play Activities: Teachers need to ensure there is a wide range of appropriate activities for wet play in their classroom. A list of permitted activities should be displayed for all children to see.

Referral to School Senior Leadership Team: On some occasion the behaviour exhibited by a child will be so extreme as to warrant going 'straight in' to reflect with the Phase leader or a member of the Senior Leadership Team or the Head teacher. At this point sanctions will be determined by one of the above.

Monitoring

The School Leadership Team will monitor the effectiveness of the policy on a regular basis. They will also report to the Governing Body on the effectiveness of the policy.

The school uses a variety of methods to record good behaviour and behaviour of concerns. These are used to monitor the effectiveness of the policy.

They are :

Tracking records – kept by all staff and given to the Head teacher on a weekly basis.

Incidents of behaviour concerns dealt with by Head teacher or a member of the Senior Leadership Team.

Merit mark totals kept by Class teacher

The Head teacher keeps records on any child who is excluded for a fixed term or who is permanently excluded.

Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The school has a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance.

Malicious Complaints Against Staff

If an allegation is determined to be unfounded or malicious, WCAT will be informed and will refer the matter to Social services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include time out spent with a member of the Senior Leadership Team, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Links with other Policies

This policy should be read in conjunction with these specific policies:

Attendance Policy

Racial Incidents Policy

Anti Bullying Policy

E-safety policy

Inclusion Policy

Education and Inspection Act 2006: Section 89

This policy has been written with reference to 'DfES guidance for Behaviour and 'Every Child Matters'.

Review

This policy will be formally reviewed on a two year cycle. However on an informal basis it will continually be under review and updated to improve our provision for children in our care.

| Reviewed by | Reason for review | Approved by | Signatures | Date of review |
|-------------|-------------------|-------------|------------|----------------|
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APPENDIX I - Rewards and Sanctions

Rewards:

To reinforce good work/learning, behaviour and attitude we use:-

- Verbal praise
- Merit marks and certificates
- Pupil's work is displayed throughout the school
- Children sent to other staff members to show their work.
- Privilege cards and time
- Always lunch
- Marbles in the jar tea

| Stage | Examples of Behaviour | Possible Sanctions | Comments |
|----------------|--|---|--|
| Stage 1 | Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Pushing in line Rudeness Affecting other pupil's learning Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling | 1 st Yellow card | Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving. |
| Stage 2 | Persistent stage 1 behaviour Repeated refusal to do set task | 2 nd Yellow card | |
| Stage 3 | Persistent stage 1 behaviour Bullying Fighting Racism Violence Very serious challenge to authority | Red card Sent to the Headteacher Loss of playtime /lunchtime | Situation to be monitored by teachers and Headteacher |
| Stage 4 | Leaving school without permission Persistent stage 3 behaviour Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil | Parents informed by telephone and in writing by the Headteacher Exclusion for morning or afternoon to include a lunchtime – fixed period Exclusion for a fixed term | |
| Stage 5 | Repeated stage 4 behaviour | School Governance disciplinary subcommittee convened. Permanent exclusion from school | |

All the above sanctions are put in place at the discretion of the Headteacher. The context and child's needs will be fully taken into account when sanctions are applied.

APPENDIX II - Rights and Responsibilities

Staff

| Rights | Responsibilities |
|--|---|
| To be supported by peers and managers | To ask for support when needed To offer support to colleagues and managers |
| To be listened to To share opinions | To listen to others To give opinions in a constructive manner. |
| To be treated courteously by all others in the school community | To model courteous behaviour To recognise and acknowledge positive behaviour in others |
| To be made fully aware of the school's system / policies / expectations | To seek information and use lines of communication |
| To receive appropriate training to increase skills in behaviour management | To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed To try/use and to evaluate new approaches |

Pupils

| To be treated with respect | To behave respectfully to others |
|----------------------------|--|
| To be safe | To behave in a way that keeps others and themselves safe |
| To learn | To be willing to learn To allow others to learn To attend school regularly |
| To make mistakes | To own mistakes and learn from them To allow others to make mistakes |
| To be listened to | To give opinions in a constructive manner To listen to others |

Parents/Carers

| To be treated with respect | To behave respectfully towards others |
|---|---|
| To be kept informed about their child's progress | To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly |
| To be listened to | To listen to others |
| To have access to information on the school's procedures for positive behaviour | To acknowledge/respond to information and share concerns |
| To have concerns taken seriously | To share concerns constructively |