Behaviour Policy and Statement of Behaviour Principles.

Dogsthorpe Academy

Date:	Monday 5th June 2023
Next review due by:	Tuesday 4th June 2024

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Definitions

Misbehaviour is defined as not following the school's rules: *Be safe, be ready, and be respectful.*

Examples of misbehaviour include:

- Calling out.
- Disturbing others.
- Work avoidance in the classroom and in other learning spaces.
- Refusing to follow instructions.
- Leaving the classroom/other learning space/playground without permission

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Discriminatory language and/or behaviour.
- Offensive language-swearing.
- Physical behaviour, such as fighting.
- Racist, sexist, homophobic or other discriminatory behaviour.
- Possession of items that may cause harm.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is:

- Deliberately hurtful (physically or emotionally).

- Repeated, often over a period of time.

- Difficult to defend against.

- Often aimed at certain individuals/groups because, for example, of their gender, religion, race, sexual orientation.

Bullying can be direct or indirect. It may take place online, such as through social networking sites. It can take many forms such as:

- Physical bullying

- Verbal bullying

- Relational bullying

- Cyberbullying

- Prejudicial bullying

3. Roles and Responsibilities

3.1 The Trust Board will:

- Review the behaviour policy's effectiveness and hold the principal to account for its implementation.

3.2 The Principal will:

- Review, approve and model this behaviour policy.

- Ensure that the school environment encourages positive behaviour.

- Ensure that staff deal effectively with misbehaviour.

- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.

- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

- Offer appropriate training in behaviour management, including the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so that all stakeholders can fulfil the responsibilities set out in this policy.
- Ensure the policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Ensure that they, and other members of the SLT, maintain a high profile and actively engage with pupils, parents and staff on setting and maintaining a positive behaviour culture in which all feel safe and supported.

3.3 Teachers and Staff will:

- Create a calm and safe environment for pupils.
- Establish and maintain clear boundaries of acceptable pupil behaviour.
- Implement the behaviour policy consistently.
- Communicate the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- Model expected behaviour and positive relationships.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Consider how their own behaviour impacts on the school culture and how they can uphold school rules and expectations.
- Record behaviour incidents promptly.
- Support pupils in meeting the school's expectations.
- Give feedback on their experience of the behaviour culture and the implementation of the policy.

The senior leadership team (SLT and, in their absence, members of the Inclusion Team (SENDCO, FSW and BSW) or Year Group Leaders will support staff in responding to behaviour incidents. (See stepped approach.)

3.4 Parents and Carers will:

- Familiarise themselves with the school's behaviour policy and reinforce it at home, where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

- Give feedback on the impact of the policy.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy. We will work, in collaboration, to tackle behavioural concerns.

3.5 Pupils will:

- Demonstrate the expected standard of behaviour.

- Follow the school rules and routines.

- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.

- Engage with the pastoral support that is available to them, should they need it.

- Give feedback on their experience of the behaviour culture and the implementation of the policy.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

4. Encouraging Positive Behaviour

All staff are responsible for setting the tone and context for positive behaviour within the school. In encouraging positive behaviour, staff will:

- Establish clear routines. (See Appendix 4)

- Communicate expectations of behaviour, both verbally and non-verbally.

- Highlight and promote good behaviour, both verbally and non-verbally. ('Catch' pupils exhibiting good behaviour.)

- Plan to deal with low-level disruption, using their knowledge of pupils and positive framing. This might include modelling strategies that demonstrate how thoughtfully a response to misbehaviour is being considered, or tactically ignoring whilst emphasis the positive behaviour nearby.

- Pre-empt triggers.

- Conclude the day positively, so pupils can start afresh the following day.

- Celebrate pupils who are embodying the school's values. (See Appendix 5)

- Refocus pupils on their learning.

5. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

6. Responding to Misbehaviour

The vast majority of pupils make the right decisions and are acknowledged for this. Where a pupil's actions result in misbehaviour, we adopt a 'stepped' approach in response. We hold the same expectations with regards to behaviour across the entire school day, and when representing the school off-site. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions: Stepped Approach	
Behaviour incidents will be recorded on CPOMs* from Step 2.	
	Response
Step One: Reminders Low-level misbehaviour, such as: • Calling out • Avoidance of learning in the classroom and other learning spaces.	Two reminders will be given. Both reminders will be positively framed; either verbal or non-verbal.

• Disturbing others. (Refer to Section 2.)	
Step Two: Continuation of low-level misbehaviour. (Record on CPOMs)	Third reminder, followed by a short and focused restorative conversation at the end of the 'session' to support the pupil in re-setting.
Step Three: Calm down time. Continuation or escalation of misbehaviour. (Record on CPOMs. Class teacher informs parents/carers on the same day via a telephone call.)	• The pupil is told why they need to go/be accompanied to another class/learning space and complete a task. by a Learning Support Assistant or member of staff on-call. (The on-call rota will be held in the office and shared weekly.) Pupils will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. (Partner classes to be agreed. Packs of tasks in each class.) • A space/adult is identified for individual pupils on a Behaviour Support Plan. • Pupils should return to their class as soon as possible, but not until they are calm and regulated. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. • An opportunity will be provided for pupils to reflect on their behaviour. A member of the Inclusion Team will meet with the pupil in order to reflect on how better choices can be made in future. The session should take place during break/lunchtime where possible. Calm down time can be used to: • Restore order if the pupil is being unreasonably disruptive. • Maintain the safety of all pupils. • Allow the disruptive pupil to continue their learning in a managed environment. • Allow the disruptive pupil to regain calm in a safe space. • The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class/playground/learning spaces, these include: 'Lunch Club', 1:1 Support.
Step Four: SLT	A member of SLT (On-call rota.) will speak with the child in order outline expectations/discuss issues around behaviour.

Misbehaviour continues or escalates. Serious misbehaviour, such as that which causes physical or emotional harm. This could be, although not exclusively, damage to property, physical aggression, and name-calling. Record on CPOMs and member of SLT informs parents/carers on the same day via phone call.	At this point, the following measures will be put in place, and discussed with parents/carers. Depending on the nature of the behaviour, and frequency, this may be face to face. - A behaviour support plan, where considered appropriate, the length of which to be determined by the nature of the behaviour and frequency. These will be monitored for impact. - Pastoral support, where considered appropriate. - Serious incidents of misbehaviour (Refer to Section 2-Definitions) will be reported to the principal. - Consequences at this point may include a part-day in another class (this class should be carefully selected for each individual child and the child's time there should be spent completing learning and/or reflection tasks.). NB: In reviewing the misbehaviour, the principal, having reviewed all the facts and, where relevant previous misbehaviour, may decide to escalate the response to Step 5.
Step Five: Suspension Serious misbehaviour Record on CPOMs and member of SLT informs parents. Dependent on the nature of the behaviour, the DSL may need to inform an outside agency such as social care or the police.	For instances of extreme or persistent serious misbehaviour, a fixed-term suspension will be used. The number of days will reflect the nature of and frequency of behaviour. The most severe cases, may result in permanent exclusion.

*Incidents will be recorded on CPOMs by the member of staff who has dealt with the behaviour. From Step 4, this will be a member of the SLT. As part of the recording process, agreed actions will be clearly stated. When a Supply Teacher is in school, they will be supported by the Phase Leader in responding to misbehaviour.

7. Positive Handling

Positive handling (reasonable force) covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must be:

- Used as a last resort.
- Applied using the minimum amount of force and for the minimum amount of time possible.
- Used in a way that maintains the safety and dignity of all concerned.
- Never used as a form of punishment.
- Recorded on an SGF11 form and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the DSL will be the point of contact. (Refer to KCSiE 2022 and the Safeguarding with Child Protection Policy.

9. Confiscation

Confiscation is conducted in line with the DfE's latest guidance on searching, screening, and confiscation. Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

10. Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the principal and only as a last resort.

Please refer to: https://www.gov.uk/government/publications/school-exclusion

11. Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health, and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

In order to anticipate and remove triggers of misbehaviour, we will:

- Provide short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.

- Adjust seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.

- Train for staff in understanding conditions such as autism.

- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

- Make use of anxiety mapping, listing of triggers and considering anxieties and triggers across all elements of school life.

When considering a behavioural sanction for a pupil with SEND, the school will take into account whether the pupil was:

- unable to understand the rule or instruction.

- unable to act differently at the time as a result of their SEND.

- likely to behave aggressively due to their particular SEND.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When considering whether a pupil displaying challenging behaviour may have unidentified SEND, the school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in a pupil's EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Where appropriate, we will:

•   Hold a reintegration meeting between the pupil, parents/carers, and the principal (or a member of SLT/the inclusion team).

•   Provide daily contact with the behaviour support worker.

•   Agree a support plan with personalised behaviour goals.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school.
- De-escalation strategies
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

14. Monitoring Arrangements

The school will collect data, monthly, on the following:

- Behavioural incidents, including calm down time.

- Attendance, permanent exclusion, and suspension.

- Use of pupil support units.

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed, from a variety of perspectives, at least every term by the Principal, Assistant Principal and the inclusion team as follows:

- At school level.

- By age group.

- At the level of individual members of staff.

- By time of day/week/term.

- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

15 Monitoring this Policy

This behaviour policy will be reviewed by the principal and educational director at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the principal annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

- Physical restraint policy

Appendix 1: Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued, and respected, and to be able to learn free from the disruption of others.

- All pupils, staff and visitors are free from any form of discrimination and abuse.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions, and positive handling (reasonable force) are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff and parents/carers.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Appendix 2: Staff Training Log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: Behaviour Log (CPOMs)

Include the following:

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	
WHAT WAS THE IMPACT OF THE GIVEN CONSEQUENCE?	

Appendix 4: Positive Behaviour Routines

Core routines

Morning Meet and Greet
- Doors open at 8.40.
- Teachers stand at the classroom door each morning as children come in. Every child gets a friendly greeting (by name) and has an engaging early learning task to move straight to. Calming music can be playing.

Break
- Teachers lead their class outside in line order and collect them promptly at the end of break.
- One door from the playground is open and access restricted.
- Pupils play in permitted spaces only.

Lunchtimes
- Teachers lead their class outside in line order and collect them promptly.
- Toilets

End of the Day: Teachers lead their classes, in line order, to their lining up spot. Teachers tick the register to acknowledge that each child has been collected by an authorised adult. Pupils in Y5 and Y6 with written permission to walk home alone, will be dismissed first.

Behaviour Expectations

1, 2, 3, eyes on me, thank you**":** Say this consistently when the classroom adult needs to get the attention of the entire room. Positive recognition comments can be added between numbers to get the attention of various children/groups of children.

Always line up, in silence, in 'line order' inside the classroom/hall/yard before transitioning to break/lunch/movement around school.

Ask permission before leaving your seat.

Fantastic walking around school. (Walk quietly, in single file, on one side.)

Appendix 5: Positive reward structure

- Display the school rules
- Select a target for improvement.
- Reward an 'integrity' star in recognition for a pupil who is consistently modelling the desired behaviour, without reminders. Record the integrity star against the individual's name. Integrity stars lead to behaviour certificates and a 'tangible' reward for those achieving sixty integrity stars. (Bronze:15, Silver 30:, Gold: 45, Platinum: 60.) Pupils receive a behaviour certificate in a celebration assembly where their parents/carers are invited.
- Over and above messages sent home to pupils who are exhibiting continuously excellent behaviour.