

Sir Martin Frobisher Academy



BEHAVIOUR POLICY

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Sir Martin Frobisher Academy

COVID-19 Foreword

Whilst we are working in exceptional times our first priority, as always, is to keep children safe. Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- sitting children at desks that are far apart where possible
- ensuring everyone queues and eats further apart than normal where possible
- keeping apart when in the playground or doing any physical exercise
- visiting the toilet one after the other
- staggering break times and lunchtimes
- putting guidelines on the floor in corridors and in public areas
- avoiding unnecessary staff gatherings

For further details, please see the letter from Miss Conroy regarding school reopening.

In line with this approach, we expect pupils as well as adults to follow these expectations which we have incorporated within our 'school rules' as explained in this policy.

We recognise that this will be very new and could be challenging in some situations, particularly for younger pupils, where staff will implement social distancing measures as far as they are practicably able, whilst ensuring children are kept safe and well cared for. Similarly, there may be exceptional situations with older pupils where social distancing is superseded by our duty of care towards them (such as if a child seriously hurts themselves). In these situations, staff will again take all possible precautions, whilst ensuring that these pupils remain safe and are well cared for.

In all other circumstances, the expectation for social distancing and safe behaviour is now an important part of our behaviour policy. This is intended to ensure that pupils can learn and thrive in a positive, orderly and safe environment.

This policy should typically be applied proportionately for younger pupils to encourage positive and safe behaviour rather than to apply sanctions for accidental lapses. For older pupils, there may be situations where they are deliberately breaching expectations for social distancing and safe behaviour and it is important that staff respond to this consistently.

We recognise that to begin with these expectations will be very unfamiliar and so accidental or momentary lapses of social distancing will be dealt with as such. Pupils will be reminded of the expectation and expected to amend their behaviour immediately.

However, if there are instances where pupils deliberately and repeatedly break this rule then this will be considered a clear breach of the behaviour policy. This will be dealt with seriously and in line with any other breach of the behaviour policy and in accordance with the approaches outlined in full within this policy.

Positive Behaviour Policy

At Sir Martin Frobisher Academy we promote a high standard of behaviour through our values of empowering kind, creative, lifelong learners. We have a positive ethos where all members of the school community school are valued as individuals, we believe in encouraging the development of self-esteem, respect for others and self-discipline.

Emphasis is placed on positive reinforcement of behaviour through praise in accordance with the Behaviour Values of Kind Hands, Kind Feet, Kind Mouths. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is modelled, encouraged, and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Sir Martin Frobisher Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

How Will We Achieve Our Aims?

- Meaningful praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that all children, staff and parents are familiar with and understand
- Establish a praise and reward system that links the Kind Hands, Kind Feet, Kind Mouths values
- Adults will lead by example and model good practice
- Appropriate circle times and assemblies will reinforce spiritual, moral and cultural development (SMCD)

- All children will undertake Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL)
- Family SEAL (Social and Emotional aspects of learning) courses will be available to parents and children
- Behaviour management coaching and advice will be available to parents and children
- Celebrating pupil strengths and achievements in the school newsletter
- Effective monitoring and accurate record keeping of incidents

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a warm, welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Consistent, meaningful praise should be used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts achievements. Children will learn Dojos for showing Kind Mouths, Kind Hands and Kind Feet, as well as for demonstrating creativity, our Learning Powers of Resilience, Readiness, Responsibility, Resourcefulness and Reflectiveness.

When a child has shown one of these values, their name will be moved from the rocket onto the star and they will be awarded a Dojo on the Class Dojo platform. Children can earn more than one Dojo once they are on the star. (See Appendix 1)

We will ensure children know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards including: -

- Classroom Star and Rocket chart – at the end of the day children who have earned a place at the top of the chart will receive a star to put in their home communication diary
- Stickers - if a child has moved from the rocket and onto the star to earn a dojo, they will be given a gold star sticker at the end of the day to celebrate

- Certificates - a weekly Headteacher Certificate will be given out on a Friday to celebrate the pupils who have worked hard to one of our Learning Powers
- If a child wins a Headteacher Certificate, they will get a special mention during the Celebration Assembly
- Meaningful praise; by class teacher, staff, Head Teacher, (for good work, behaviour, manners, being kind and compassionate etc.)
- Share good work with SLT, another class or member of staff
- Parents will be informed of good work via phone call, email or a face to face conversation after school to celebrate this positive news

As an acknowledgment and celebration of children's individual efforts and successes all classes will have the reward systems displayed in the classroom.

What happens for negative behaviour in school?

- Classrooms will display the school rules and work will be done on the expectations of children inside and outside of the classroom. If children do not follow these rules there will be a clear process for pupils to follow.
- Children will be given ample time to modify their undesirable behaviour through quiet verbal reminders.
- If children still choose to ignore these reminders, they will be required to place their name on the yellow spot (displayed in class).
- If children do not continue to show the expected behaviour, they will move their name to the amber spot.
- If the behaviour continues to be an issue, children will be required to move their name to the red spot and will be sent to a member of the Senior Leadership team. Class teacher is to ensure that they meet parents at the end of the day and explain (in an appropriate setting – classroom etc.) what has happened in order to get the parent to sign the red card. The red card **MUST** then be passed on to the Deputy Head for his/her reference and to be able to track this behaviour.
- If children receive three red spots in KS2 or five in KS1 during a half term, parents will be invited in to meet with the leadership team to discuss the behaviour of their child and how we can best support the child in showing positive behaviour in school. If the school does not see a positive change in the behaviour of the child and it is still an issue, it could result in 'internal support' or exclusion from school.
- Red cards can be issued straight away without going through the stages for totally unacceptable behaviour. This would include: deliberately hurting of others, bullying, homophobia, racism, lying to a teacher, foul language. Red cards can only be issued by teachers.
- Red cards awarded during after school clubs are separate to red cards during the school day. If a child receives more than 2 red cards during an after-school club, the SLT will meet to discuss imminent exclusion from the club.
- If negative behaviour is such that the child is at risk of hurting themselves or others, individual risk assessments are carried out and reviewed.
- Please see Appendix 2 for a flowchart of managing negative behaviour.

Consequences

When we discuss inappropriate behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of inappropriate behaviour may be:

- A child's parents informed
- Restorative Justice
- Alongside parents there may be discussions implementing an individual behaviour plan
- Loss of privileges (e.g.: missing a break)
- Work may be finished at a playtime under supervision
- The child may be sent to another class or a designated 'time out' area
- The child may be sent to the Head Teacher
- A fixed term exclusion (following national guidelines)
- Permanent exclusion (this would only occur following a serious breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanor

Amendments to rewards and consequences during COVID-19

During the time, the following amendments will be made to rewards, consequences and sanctions:

Usual reward/consequence	Reward/Consequence whilst in pandemic
Child move their names up on the star chart.	Children will be verbally praised and the teacher will write a child's name on a post-it (which will be replaced each day) and move it up on the star chart.
Children may receive a Headteacher Certificate in assembly.	Headteacher Certificate handed out in class.
Teachers speak to parents at the end of the day about positive behaviour.	Teachers to telephone parents to discuss positive behaviour.
Children attend payback if moved onto yellow, amber or red spots.	Children to complete time-out during break/lunchtimes outside with their bubble.
Teachers write red cards and give to parents at the end of the day.	Teachers to telephone parents at the end of the day and do not create a paper copy- just log on Arbor.
Stickers/prizes given out to children.	Verbal praise only until further notice.

Social Distancing and Hand-washing

The safety of our pupils and staff is of utmost importance. If there are instances where pupils deliberately and repeatedly break the rules put in place to protect pupils and staff then this will be considered a clear breach of the behaviour policy and the following consequences will apply:

Action	Consequence
Deliberately breaching social distancing or refusal to wash hands	Verbal warning given, time-out at break/lunch
Repeatedly deliberately breaching social distancing (despite instruction otherwise), repeated refusal to wash hands or intimidating other pupils (e.g. saying ‘you’ve got coronavirus’)	Verbal warning given, time-out at break/lunch, parents informed and warning given of fixed term exclusion .
Breaching social distancing with intent to threaten or intimidate other pupils (eg, pushing a child)	Parents informed and child sent home .

What happens if a child’s behaviour reaches crisis?

We have a duty of care as per the Children’s Act 1989 to ensure that we act in the best interest of the individual at all times. Decisions will always be made reasonably, proportionately and necessarily. Staff will use ‘Team-teach’ techniques to physically intervene or restrain children. Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side -effect” of ensuring that the service user remains safe.

As per the ‘Use of Force Guidance’, schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves or others through physical outbursts

All attempts will be made to reduce children's behaviour in reaching crisis. Positive handling, appropriate physical intervention or restraint will be used if de-escalation strategies do not work and a child's behaviour reaches crisis.

Positive Handling during the COVID-19 Pandemic

This is a particularly challenging aspect of our policy at this time whilst we follow Trust and government guidelines around social distancing. Therefore, we will use physical intervention and positive handling only as a last resort.

For pupils with significant SEND and behavioural needs where positive contact is routinely used, we will amend these plans where possible to use alternative strategies which will be outlined in individual risk assessments and agreed with parents. We may expect parents to attend school immediately if a child reaches crisis and parents may be asked to take their child home immediately in order to keep other children and staff members safe. Focused work will be carried out where appropriate to help these pupils to understand how they will be supported differently from the ways they may have become used to. Staff working with these pupils will also be expected to consistently apply these strategies.

Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm. In these instances, this will be carried out in accordance with the guidelines within this policy.

Exclusion Procedures

Listed below is a 'Level' procedure of exclusion consequences the Headteacher will use to respond to pupils who have chosen to go beyond the levels of the system above (Consequences system):

LEVEL 1:

- 1st and 2nd fixed-term exclusion (typically 1-3 days)
- Parent(s) or carer(s) contacted and informed of the exclusion as soon as possible after the incident.
 - School Administrator prepares Exclusion Level 1 letter for Headteacher to sign
 - School Administrator posts/hand delivers letter to parents and puts a copy in the child's files.
 - Headteacher will complete the following actions:
 - Headteacher meets the child with parent(s) / carer(s) following the exclusion and before the child is readmitted to school.
 - The Emotional Well Being Leader and Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

LEVEL 2:

- 3rd fixed-term exclusion (typically between 2-5 days);
- Same process as Level 1

- Headteacher discusses case with Local Authority Senior Officer and a possible meeting will be called with parents and Senior officer to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

LEVEL 3 – PERMANENT:

- Permanent exclusion – the child’s place at school will be terminated.
- Same process as Level 1
- Headteacher informs Local Authority Senior Officer

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

SEN and behaviour

Where a child has identified Special Educational Needs (typically documented by a Statement of SEN) or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Essex County Council to determine whether a permanent exclusion is appropriate.

Any children with specific behavioural needs will work with the SENDCO and DHT for a tailored behaviour plan/risk assessment where required.

All school staff will:

- Provide a consistent approach across the whole school
 - Model appropriate behaviour.
 - Promote honesty and courtesy by example.
 - Provide a caring and effective learning environment.
 - Encourage relationships based on kindness, respect and understanding of the needs of others.
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- Show appreciation of the efforts and contributions of all within the school.
 - Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
 - Communicate any concerns of a child’s Social, Emotional, behavioural concern to the SENDCO or DHT.
 - Follow the agreed behaviour policy and support each other in doing so.
 - Take all children’s views into account.

