

Sir Martin Frobisher Academy



BEHAVIOUR POLICY

Sir Martin Frobisher Academy

Positive Behaviour Policy

At Sir Martin Frobisher Academy we promote high standards 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 also believe in encouraging the development of self-esteem, respect for others and self-regulation.

Emphasis is placed on our positive reinforcement of behaviour through both recognition and praise. Children's confidence and self-esteem are developed through encouragement, knowing the 'right thing to do', incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents/carers 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 positive behaviour is modelled, encouraged, and reinforced
- To define acceptable, and unacceptable, 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 age, race, gender, religion, ability and/or disability, and sexual orientation, 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 wellbeing. 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 and climate 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/carers are familiar with and understand
- Establish a praise and reward system
- Adults will lead by example and model good practice
- Appropriate circle times and assemblies will reinforce social, moral, spiritual, and cultural development (SMSC)
- All children will undertake Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)
- Behaviour management coaching and advice will be available to parents/carers and children
- Celebrating pupil strengths and achievements in the school newsletters
- 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 and the highest expectations.

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 and achievements.

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

- Certificates - a weekly Headteacher Certificate will be given out on a Friday to celebrate the pupils who have worked hard

- If a child gains 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 Senior Leadership Team members, another class or member of staff
- Parents/Carers will be informed of good work via social media or in person 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 - as is age-appropriate.

What happens for unacceptable behaviours in school?

- Classrooms will display the school rules and work will be carried out regularly on the expectations of children both inside and outside of the classroom. If children do not follow these rules there will be a clear process for pupils to be taken through.
- Children will be given ample time to modify their undesirable behaviour through quiet verbal reminders/non-verbal cues.
- If children still choose to ignore these reminders, they will be allocated a Level 1 consequence.
- If children do not continue to show the expected behaviour, they will move to a Level 2 consequence.
- If the behaviour continues to be an issue, children will move to a Level 3 consequence and will be sent to a member of the Senior Leadership Team. Class teachers will ensure that they meet/speak with parents/carers at the end of the day and explain (in an appropriate setting - classroom etc.) what has happened.
- If any children have 3 Level 3 incidents during a half term, parents will be invited in to meet with members of the Leadership Team to discuss the behaviour of their child and how we can all 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 suspension from school.
- Level 3 consequences can be issued straight away without going through the stages for totally unacceptable behaviour. This would include: deliberately hurting of others, bullying, homophobia, child-on-child sexual abuse, racism, lying to a teacher, foul language.
- Level 3 consequences awarded during after school clubs are separate to Level 3 consequences during the school day. If a child receives more than 2 Level 3 consequences 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.

Sexualised behaviour and sexualised language

We do not accept or allow any sexualised behaviour or language between pupils at Sir Martin Frobisher Academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face-to-face or online. We will respond to any reports of such behaviour on a case-by-case basis, taking into account the age, gender, and understanding of the pupils involved. Any sanctions will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our Safeguarding and Child Protection policies and Government guidance on child-on-child abuse.

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/carers informed
- Restorative Justice
- Alongside parents/carers 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 In' area
- The child may be sent to the Executive Head Teacher
- Part-time timetables (following ECC guidance) to facilitate inclusion, and a focus on learning' for all
- A fixed term suspension (following national guidelines)
- Permanent Exclusion (this would only occur following a serious, or repeated, breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the inappropriate behavioural choice.

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', or similarly safe techniques to physically intervene or restrain children. Team-Teach, or similar, 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 leave
- 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.

Co-regulation will be used first, leading the child to a point of self-regulation, wherever possible.

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

Suspension Procedures

Listed below is a 'Level' procedure of suspension consequences the Senior Leaders 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 suspension (typically 1-3 days)
- Parent(s) or carer(s) contacted and informed of the suspension as soon as possible after the incident.
- School Admin Team prepare Suspension Level 1 letter for School Leader to sign
- School Admin Team inform Local Authority in line with September 22 guidance
- School Admin Team posts/hand delivers letter to parents/carers and places a copy in the child's files.
- Executive Headteacher/Head of School will complete the following actions:
 - Meet with the child with parent(s) / carer(s) following the suspension and before the child is readmitted to school.
 - The Head of Inclusion, SENDCo, and Executive Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

LEVEL 2:

- 3rd fixed-term suspension (typically between 2-5 days);
- Same process as Level 1
- Executive Headteacher/Head of School discusses case with REAch2 Academy Trust Deputy Director of Education, or Director of School Improvement, and a possible meeting will be called with parent/carers and Trust staff to discuss any other options available for the child to access learning - one-to-one, reduced timetable, managed move etc.

LEVEL 3 - PERMANENT:

- Permanent Exclusion - the child's place at school will be terminated.
- Same process as Level 1 and 2
- Executive Headteacher informs Governors, REAch2 Academy Trust and Local Authority Senior Officers

The Executive Headteacher, or those deputising, will usually work through Levels 1-3 in order. In the case of serious incidents, the Executive Headteacher is authorised by the Governing Body to use whichever step is deemed appropriate.

SEND

Where a child has identified Special Educational Needs/Disability - typically documented by a Statement of SEND / detailed in an EHCP, or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Executive 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 Head of Inclusion for a tailored behaviour plan / risk assessment where required.

All school staff will:

- Provide a consistent approach across the whole school
- Model appropriate behaviours
- 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
- Show appreciation of the efforts and contributions of all within the school
- Ensure fair treatment of each individual, regardless of age, race, gender, religion, ability and/or disability, and sexual orientation
- Communicate any concerns of a child's social, emotional, psychological, or behavioural development to the SENDCo or Head of Inclusion
- Follow the agreed behaviour policy and support each other in doing so
- Take all children's views into account

Intentional Behaviours:

In order for teaching to be of high-quality, and for learning to take place, the following learning behaviours have been introduced to ensure that we maximise the potential learning opportunity of every given situation.

The **Silent Stop** (RWI) will be used to signal that all learners' attention is to be given to the leader / speaker - this is in any situation, inside or outside onsite or offsite

We will teach, and model, how children are to :

Take responsibility for their own and others' learning

Support and actively listen to others

Discuss and explain their ideas

Self-regulate and be armed with a range of coping strategies when needed

Develop resilience to ensure setbacks do not "derail" learning

Planned for Impact:

High levels of engagement

Improved vocabulary - a 'shared language'

Curriculum connections

Heightened interest

A 'willingness' to want to learn

Improved outcomes

Sir Martin Frobenius Academy : Incident Record 2024/25

Pupil:		Date:			
Class:		Time:		Lead Adult(s):	
A - What triggered/came before the behaviour?					
B - Behavioural Choices					
Stage 1		Stage 2		Stage 3	
Disruption		Unsafe behaviour that could cause harm		Child-on-child abuse	
Ignoring requests/instructions		Repeated refusal to follow instructions		Intentional harm to others	
Unkind words against others		Repeatedly stopping other children's learning		Continued refusal to follow instructions	
Leaving room without permission		Inappropriate language choices (written/verbal)		Serious challenge to safety, authority or learning	
Unsafe behaviours		Damaging academy property/others' belongings		Serious and deliberate damage to academy property or others' belongings	
Misuse of academy property				Bullying, racist, homophobic or ability led comments	
Unfinished/poor quality work				If the above box is ✓ then SLT must be made aware.	
C - Action Taken, after implementation of strategies					
'Time In' in Phase (another class)		'Time In' with Phase Leader		'Time In' in the Heads' Office or EHT Office	
Any follow-up action needed:					
Contact with Home? Y/N - Please log this on Arbor if Y; MUST happen at Stage 2 and/or 3					
Report compiled by:					
Name:		Role:		Signed:	
Countersigned:					
Name:		Role:		Signed:	
Copied to:	SLT	Phase Leader	Head of Inclusion	SENDCO	File