



Behaviour Policy

September 2017

Knowle CE Primary Academy

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Our Academy Aims

Preparing Children for the Future

<p><u>Be Healthy</u></p> <p>We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.</p>	<p><u>Embrace Christian Values</u></p> <p>We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values</p>	<p><u>Stay Safe</u></p> <p>We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.</p>
<p><u>Make a Positive Contribution</u></p> <p>We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.</p>	<p><u>Enjoy and Achieve</u></p> <p>We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.</p>	<p><u>Achieve Economic Well-being</u></p> <p>We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.</p>

Learning for Life

Person responsible for leading policy development: PSHE Leader/Healthy Schools Coordinator

Personnel involved: Governors, Academy staff, Pupils and Parents.

How this policy was developed

This policy has been developed through a period of consultation with pupils, parents, staff, governors and the wider community. It should be read in conjunction with the academy's legal obligations, guidance from the National Healthy Schools Programme and has been written in accordance with LA, DfE and The National Society's guidelines, LA and DfE guidelines for '*Behaviour and Discipline in Schools, Advice for Headteachers*

and School Staff' (January 2016), 'Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies.' (2011), and 'Valuing all God's Children' (May 2014). This policy is available for parents to view on our school website and parents are encouraged to talk to staff if they have any concerns.

Introduction

High standards of behaviour, self-discipline and appearance are part of the ethos of Knowle CE Primary Academy. According to Ofsted in March 2012

'Pupil's behaviour is excellent. They feel safe, are polite and respectful and have very positive attitudes to learning.'

The behaviour of pupils is excellent and this contributes to an ideal atmosphere for learning and personal growth.'

Our goal is to continue to establish a culture within the school that promotes effective learning, active participation, self-discipline and self-motivation.

WHAT DO CHILDREN THINK? School Council views

During the most recent policy review the School Council was asked to consider the behaviour of pupils at the Academy. This is what the Council said:

- Behaviour in school is generally good and continues to improve.
- It is everyone's responsibility to help and support each other because anyone can do the wrong thing sometimes and we all need to learn how to do the right thing.
- Some children do not always choose to improve their behaviour, even when they have been helped and advised by others.
- We need another strategy for children who keep getting to 'Amber' on the behaviour scale. The Council suggested a 'lunchtime detention' might help those children and this might avoid them getting to 'Red'.
- Children wanted all teachers to be consistent in the way they apply the policy so that it is always fair.

Equal opportunities

We treat all members of the school community equally, regardless of age, disability, gender reassignment, race, religion, sex or sexual orientation. We believe in providing our children with a safe environment where they are protected and taught how to protect themselves from any forms of negative behaviours such as bullying, homophobic behaviour, racism, sexism and any other forms of discrimination including discriminatory and derogatory language.

Moral and Values Framework

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, tolerance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

Responsibility

All staff have a duty to ensure that the agreed behaviour policy is adhered to both within classrooms and across the wider school site and premises. Any negative behaviour or inappropriate language is always challenged. Children take responsibility for themselves and the choices they make.

The whole school community work closely together to promote positive behaviour.

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values. Children take part in:

- Daily Collective Worship
- Church services

- PSHE sessions which are integrated throughout the curriculum where children discuss behaviour and ways of supporting those finding it difficult to behave appropriately
- The School Council provides a forum for discussion promoting responsibility and self-discipline
- JAFFA Club available to KS1 children and KPOW Club available to KS2 children provided by Knowle Parish Church
- Prayer workshops led by the Church for pupils in KS1 & KS2

Uniform Expectations

At Knowle CE Primary Academy we care about our appearance and take pride in our school uniform. Children are expected to adhere to the uniform expectations outlined in the school prospectus. Children are encouraged to keep shirts tucked in, ties done up, school shoes with laces done up. Children are not allowed to wear jewellery (juniors may wear watches). "Fashion" hairstyles are not allowed including the use of hair dye/coloured spray. Hair bobbles must be discreet and hairbands etc must be in line with the school colours - large accessories are not allowed. Teachers are asked to liaise immediately with parents and children if the school uniform policy is not adhered to.

Children are not allowed mobile phones without the prior consent of the Principal. Electronic equipment i.e. iPods, iPads, Fitbits, electronic games, are not allowed in school.

Aims

- To create a positive learning environment so that children acquire values such as honesty, sincerity and tolerance upon which to base their own behaviour.
- For children to take responsibility for their own behaviour so that they are able to relate well to other children and adults.
- For children to consider the consequences of their actions and to be able to make amends if their behaviour is unacceptable.

Objectives

Together we work to:

Enable maximum learning to take place

We aim to provide children with the ability to meet the unknown challenges of the twenty-first century. We focus on developing children's learning capacity so that they can become lifelong learners. We want children to:

- Have a positive attitude to learning, contributing whenever possible
- Enter school/the classroom with the right equipment, ready to learn
- Stay on task organising themselves for learning
- Not let their behaviour spoil learning for themselves and others

Develop respect for property

- All members of the school community are expected to have respect for property and to keep things tidy both in the classroom and other school areas. Chairs need to be tucked in when not in use and pencils and other resources tidied away.
- Deliberate or careless damage to school property, the building or the environment may result in a request to the parents for reimbursement.
- Children are not allowed to swap or sell items. They may share the use of small items e.g. pens, pencils etc in school but may not take other people's property home.

Develop relationships so that there is respect for each other and no physical or verbal bullying (See Anti Bullying Policy)

- The ethos promoted is one of inclusion whereby everyone enjoys working and playing together.
- Children are encouraged to include those who are alone or unhappy so that they can be part of the group.
- Children are taught how to compromise and negotiate.
- If there is a dispute both sides have the opportunity to give their version and to suggest how they can bring about a solution/reconciliation/agreement.
- Adults and children are expected to speak to each other respectfully avoiding shouting and sarcasm. Swearing is not acceptable. Threatening, defiant, aggressive body language, derogatory language about disability and homophobic and racist language is also completely unacceptable behaviour and must be challenged and reported.
- Adults and children are expected to say and demonstrate that they are genuinely "Sorry," when appropriate and attempt to put things right.
- The beliefs, feelings and values of others are respected.
- Older children are encouraged to help and support younger children.

- Boys and girls are encouraged to work and play together, valuing each others' contribution.
- Members of the school community who are disabled or those that may seem different in some way are treated respectfully and included.

Abide by the School Rules and agree classroom rules

At the beginning of the school year children are reminded of the School Rules. Classroom rules are also agreed and displayed. The School Rules are:

- **Try your best in all you do**
- **Follow an instruction from an adult straight away**
- **Keep your hands, feet and other objects to yourself**
- **Walk in school - give way to adults and others**
- **Speak politely at the right volume:**
 listening and singing in Collective Worship
 silence for the register
 use please and thank you
- **Play together so everyone can learn**
- **Tell the truth**

Rewarding Good Behaviour

At Knowle CE Primary Academy we have developed an ethos that recognises and rewards good behaviour. Adults consistently have high standards and expectations of children. Good behaviour and improved behaviour is praised and staff will actively "catch a child being good".

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Children who behave well are used as role models for others. A great deal of praise does not involve tangible rewards - a quick word, written comment, visit to another member of staff etc. are very effective ways of promoting appropriate behaviour.

In the Infant Department, stickers and certificates are awarded for effort and determination, good learning, good behaviour, kindness, consideration and any behaviour that needs reinforcing. Once the children achieve ten stickers they receive a certificate of achievement in Collective Worship. All children will receive at least 2 sticker charts each academic year.

In the Junior Department, children achieving 20 house points receive a Certificate of Merit. House Points are collected weekly and House Captains present the results as part of Celebration Collective Worship.

In both the Infant and Junior Departments, children are awarded WOW awards for significant achievements. The child's parents are invited to a Celebration Assembly on a Friday to see their child collect their award. The Infant children receive 2 WOW awards a year and the Junior children receive 1.

In both departments, the Behaviour Zone Boards (see separate heading) are used as a visual reminder / stimuli to enable children to see where their behaviour is placed.

Whole class reward systems are also used to promote positive behaviour.

At the end of each term, children who have consistently modelled good behavior and have therefore not been placed in the 'Amber Zone' receive a Gold Letter from the Principal.

Roles and Responsibility

As children move up through the school, regular, high standards of behaviour are rewarded with increased responsibility. Children act as class monitors, Librarians, Collective Worship monitors, Lunch Buddies supporting the younger children at lunchtime, 'Office Angels', 'Litterbugs', Recyclers and House Captains/Play Leaders. Our Play Leaders are a group of House and Vice Captains from Year 6 and they have responsibility for the lunchtime activities in both key stages. The Lead Adults meet with them every week to plan for the following week's activities.

We aim through the 'Lunch Bunch' club to:

- Increase social interaction by encouraging pupils to work in teams towards a common goal.
- Develop skills of communication and cooperation through structured indoor and outdoor play.
- Develop skills in leadership, communication, organisation, inclusion, fair play and problem solving.
- Decrease the number of disciplinary incidents at lunchtime.
- Provide a sense of responsibility for pupils leisure time so that they are able to plan and manage their own play effectively
- Promote skills of independence

Responding to Inappropriate Behaviour

Although we endeavour to create an environment where all children appreciate the need to behave appropriately, from time to time it is necessary to reinforce this using a series of clearly explained sanctions and consequences.

The Behaviour Zone Board

All classrooms will have a Behaviour Zone Board that is easily accessible and visible to all children. Each class teacher will determine how this is displayed but a green, amber, red system must be adhered to. All children are encouraged to remain on the green zone; however, if inappropriate behaviour is apparent, the child is to be given a verbal reminder/warning. If the behaviour continues to decline or does not improve, the child needs to be 'amber' zoned. Once in this zone, the child is to be encouraged to demonstrate positive behaviour to enable them to be moved back to green. However, if the inappropriate behaviour continues, a further, final reminder will be issued before moving onto a 'red' zone. Should this occur, the child is to be seen by the Principal who will record the behaviour in the Red Book and a written letter will be issued to parents. Should further 'red zones' occur, a meeting will be arranged with the child, parents and the Principal to discuss the way forward. All staff can move children up and down the zone boards. It is the responsibility of the member of staff issuing the amber or red zones that they are logged on SIMS electronically by the child's class teacher. Children in the Foundation Stage have more colours on their Zone Boards so the steps are smaller allowing for more reminders and quicker movement. Each time they achieve a gold zone they receive a certificate to take home that day. They do not have their red zones reported to the Principal; they are only reported to their parents for discussion.

As requested by the School Council, children whose behaviour results in repeated 'amber zoning' throughout the week, will receive a 20 minute lunchtime 'detention' which will be supervised by a senior teacher and will be an opportunity for children to reflect on their behaviour and to recognise that actions have consequences .

Each child will start every new day on the green zone. Every day should be seen as a new start.

Inappropriate behaviour is not to be ignored. All staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Adults should remain calm and objective and avoid making snap judgments - assessing the situation. The responsible adult has to make a professional judgment about whether further action is necessary. Children should be encouraged to take responsibility for their behaviour and to appreciate things from other people's

perspectives - frequently an apology is all that is required, followed by an agreement not to repeat the behaviour.

In certain circumstances it will be necessary for all staff to be made aware of a child's behaviour so that a consistent approach can be maintained. However, it is important that children are not pre-judged on their prior behaviour and each incident is looked at individually.

Consideration is given to the needs of the individual and to the effect on the other children. Some children will need clearer guidelines and sanctions and the class teacher has a professional duty to meet these needs. Some children will need to have behaviours and expectations made clear in a manner suitable for their developmental age.

Staff will use their professional judgment and may find it necessary to bypass some of the steps below if the behaviour warrants it, moving straight to the 'red zone' and the Principal.

During teaching time

1. A warning or reminder about appropriate behaviour is given
2. A second warning is given linked to a consequence if the child does not respond e.g. move to another seat within the classroom or move to a quiet area of the classroom to reflect on their behaviour. This will be amber zoned.
3. Sometimes a removal of the child from the situation and any onlookers may need to occur, although this may not always be possible during lessons. Reinforce expectations regarding conduct.
4. 'Time out' in another classroom. If a child is disrupting the learning of other children the teacher may decide that an "internal exclusion" whereby a child is sent to another class for a short period of time, is appropriate. The number of internal exclusions is monitored by the class teacher. The class teacher will decide whether it is necessary to contact parents at this stage.
5. Further inappropriate behaviour and no improvements will result in a red zone.
6. Child is referred to the Principal and a letter is sent home.

From Step 4 onwards teachers may use the loss of the next playtime/and or lunchtime as an appropriate sanction. This may include completion of work missed due to inappropriate behaviour.

When choosing sanctions, teachers need to ensure that the child is clear about why the action is being taken and should always carry out the promised action.

If children are withdrawn from play it must be for a set period. Children must not be left on their own unsupervised.

Playtime/Lunchtime

1. A warning or reminder about appropriate behaviour is given
2. A second warning is given linked to a consequence if the child does not respond e.g. walk with a Lunchtime Supervisor. (Amber Zone) Class teachers must be informed so they are able to monitor subsequent behaviour on return to the classroom.
3. Remove the child from the situation and any onlookers, although this may not always be possible, and reinforce expectations regarding conduct.

Educational Visits/After School Clubs

Children are to be aware that they are representing the school even when they are not in school uniform. Their behaviour should be exemplary at all times.

Dependent on the nature of the visit and the level of challenging behaviour the Principal may decide to withdraw a child from an educational visit on Health and Safety grounds.

Children are required to treat external staff with the same respect as school staff. Children's behaviour at after school clubs is expected to be exemplary. Those running clubs are expected to support the school Behaviour Policy and to assume responsibility for the children until they are collected by parents or carers. If children misbehave then they may not be allowed to attend the club.

Behaviour Expectations outside the School Gates

The academy expects the same standard of behaviour outside of school as it does inside. Staff are able to challenge negative and unacceptable behaviour when they see a pupil travelling to or from school, wearing school uniform or in some way identifiable as a pupil at the academy. Any challenges must be made on the academy premises.

<p>All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution.</p>
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Extreme Behaviour

In a small number of cases the initial system of rewards and sanctions is not sufficient and it may therefore be necessary to consider:

- A separate, individualised behaviour and reward system
- Not allowing children to go on educational visits/residential visits
- Applying internal exclusion by placing a child in an area away from other pupils, usually with a member of the Senior Leadership Team.
- Applying a Fixed Term Exclusion from school
- Excluding a child permanently (This would only be considered in the most extreme cases and when all other strategies to support the child have been exhausted.)

The Principal (or if the Principal is absent whoever is acting for the Principal) has the power of exclusion. Exclusion is an extreme measure and should not be used for:

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Breaching of school uniform policy
- Punishing pupils for the behaviour of their parents

Details of the Exclusion Process can be found in the Principal's office.

Parents are immediately informed by telephone of exclusion and by letter. The Principal can extend fixed-term exclusion or convert a fixed-term period exclusion into a permanent one. These actions require a further letter to parents.

With regard to drug related incidents, advice is sought from the LA and drugs liaison service.

With regard to pupils who are found to have made malicious accusations against school staff, with full involvement of the child's parents, the governors and the LA, the Principal will consider whether to apply an appropriate sanction. This may be a fixed term exclusion, as well as a referral to the police if there are grounds for believing a criminal offence may have been committed. The allegation and the sanction decided upon will form part of the child's school record and will stay on the child's school file.

The Use of Reasonable Force to Control or Restrain – to be read in conjunction with the Local Authority guidelines 2011

Use of Physical Restraint on Disruptive Pupils

A new Provision came into force as a result of the Education Act 1996. Section 93. states that teachers and others in all schools are able to use reasonable force when in charge of pupils. The use of corporal punishment is not authorized.

Teachers and others working at Knowle CE Primary Academy will adhere to the following procedures:

Where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan / positive handling plan will be drawn up for that pupil and communicated to all involved including parents and staff.

Reasonable force can be used in the following circumstances if appropriate:

- Where a criminal offence is being committed
- In self-defence where risk of injury is imminent
- Where there is a developing risk of injury (to themselves or others) or significant damage to property
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils
- When the action occurs on the school premises or during an authorized activity off the premises

Under the Education Act 1996 all qualified teachers are authorised to use reasonable force to restrain pupils.

Other people, **authorised by the Principal**, can use reasonable force if appropriate. Training/guidance will be provided for **all those authorised** who should be thoroughly conversant with their responsibilities. At Knowle CE Primary Academy the Principal authorises all school staff to use reasonable force.

There is no legal definition of "reasonable force" but three criteria are established for guidance

- If the circumstances for a particular incident warrant it
- The degree of force must be in proportion to the circumstances
- The age, understanding and sex of the pupil

Minimum force should only be used and never as a punishment. Pupils should be given clear, verbal warnings that force may have to be used.

Physical intervention can take a number of forms, for example:

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding, pushing or pulling

- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back

In extreme cases, more restrictive holds might be used.

Force that should NOT be used includes:

- Holding round the neck or any other hold that might restrict breathing
- Kicking, slapping or punching
- Forcing limbs against joints (for example arm locks)
- Tripping or holding by the hair or ear
- Holding face down on the ground

All incidents when restraint is used must be recorded immediately on an Incident Record Sheet (Appendix iii) and reported to the Principal or in the absence of the Principal a Vice Principal, as soon after the use of restraint as possible and on the day of the restraint. The Principal will retain a copy, parents will be informed and a copy will be placed on the child's school file.

The following information must be detailed on the incident sheet:

- Names of all pupils involved
- The time of the incident
- The place where the incident occurred
- The names of staff or other authorised adults involved
- Names of all witnesses, pupils and adults
- Signed witness statements (if applicable)
- The reason for force being used
- The pupil's response
- Details of the outcomes of the incident including injuries and damage

All incidents where restraint is used will be reported to the Governing Body on a termly basis.

A general complaints procedure is made available for parents. This will be used where parents believe inappropriate intervention has been used. However, it is envisaged that through this clear policy document, complaints will be minimised.

NB - This guidance **does not allow restraint to be used as a disciplinary action or as a punishment.** Each and every incident where restraint is used will be examined on its merits. Authorised people will be extremely cautious about using restraint and must be aware of the school policy on discipline. Everyone has the right to defend themselves against attack provided that they do not use a disproportionate degree of force to do so.

Expectations in Specific Situations

On the Playground

Children should be reminded that they need to take the needs of others into account when playing. They are encouraged to include anyone who wants to play and invite children who seem to be on their own.

Lunchtimes

Children are encouraged to treat all supervisors with respect, responding to their requests. Supervisors are referred to by name, not "Miss" or by pet names. Lunchtime staff may give stickers/housepoints. Children are expected to line up quietly for their meals in a sensible manner. Wastage of food should be avoided. Table manners particularly "Please and Thank You" are required. Children are not allowed to throw food on the floor or to share food (NB many children have allergies and are on specific diets).

Infant and Junior children must ask permission to go to the toilet.

Conclusion

Teachers cannot teach and children cannot learn if there is inappropriate and challenging behaviour. The school community needs to be clear about the behaviour it expects and to implement a consistent approach where everyone takes responsibility for their own behaviour and that of others.

Monitoring, evaluation and review

Teaching and learning of behaviour will be monitored through pupil discussions and assessments. Regular evaluation of the PSHE programme will be done by the children, their parents/carers and the staff involved and this will inform future practice.

Knowle CE Primary Academy

Internal Consultation Form

Date:	
Child's Name:	
Class:	
Method of contact i.e. phone call/meeting etc.	
Reason for Contact :	
Action :	

cc Principal
 Child's School File

Date of consultation with parents:	
Action agreed by School:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Action agreed by Child:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Action agreed by Parents:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Signed (School)	
Signed (Parents)	
Signed (Child)	
Date of next meeting if required:	

cc Principal
 Child's File

Knowle CE Primary Academy
USE OF FORCE TO CONTROL OR RESTRAIN PUPILS
INCIDENT RECORD

Details of pupil or pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons.
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.
Reason for using force and description of force used.
Any injury suffered by staff or pupils and any first aid and/or medical attention required

Reasons for making a record of the incident

Follow up, including post-incident support and any disciplinary action against pupils

Any information about the incident shared with staff not involved in it and external agencies

When and how those with parental responsibility were informed about the incident and any views they have expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and Role

Signature

Date

Report countersigned by:

Name and Role

Signature

Date