



NEWBURY ACADEMY TRUST

Behaviour and Discipline Policy

DATE APPROVED: December 2016

DATE FOR REVIEW: December 2018

A handwritten signature in black ink, appearing to read "S. H. Way".

SIGNED:

On behalf of the Board of Directors

Behaviour and Discipline Policy

Newbury Academy Trust

The Governing Body and staff of the Newbury Academy Trust (NAT) are committed to this policy for safeguarding the welfare of all children and young people, by taking all reasonable steps to protect them from physical, sexual, or emotional abuse or neglect.

This policy reflects and directs the practice within our schools. The finer details of procedures can be found in the staff handbook, prospectus and pupil planners and reading records.

Positive behaviour is essential for effective learning, good relationships and a caring, orderly school community. It helps generate a feeling of worth and respect for ourselves and each other, and encourages pride in being a member of the school. Positive behaviour shows consideration and respect for other people, their feelings, rights and their property - it is demonstrated through pupils understanding what is expected of them. All staff and Governors are responsible for the implementation of this policy with all pupils in the school.

The highest priority given to developing excellent teaching and learning helps to improve and maintain good behaviour. High expectations should be made of all pupils meeting the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. Identifying underachievement, early targeted intervention and assessment for learning will create a positive behavioural climate and assist in enabling pupils to: be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution, achieve economic wellbeing. All staff will follow the clear guidance from generic job descriptions in the staff handbook, to include: promoting respect; upholding the behavioural systems of the school; using referral systems appropriately; rewarding positive action and competition and using the school provision in full.

AIMS

Pupils are expected to behave with courtesy and respect towards others: this is explicit in our Code of Conduct which outlines what we expect of all pupils within Newbury Academy Trust.

Pupils within the school community will

- Have high expectations of me and others and take responsibility for my actions.
- Take charge of their learning and complete all class work and homework to the highest possible standards.
- Always attend school, be on time and be ready to learn.
- Be fully equipped and ready to learn everyday
- Wear their uniform with pride.
- Take care of the whole school environment.
- Be respectful to all members of our school community.
- Be ambassadors for the schools in the wider community and when representing the school in external events.

BEHAVIOUR PROCEDURES AND SYSTEMS AT TRINITY

The emphasis placed on the role of our pastoral organisation has resulted in many behavioural problems being avoided. Low level disruption will not be tolerated. Nevertheless, when behaviour goes beyond the accepted bounds of convention, the school will impose sanctions. Sanctions may range from verbal warnings to extra work being set and detentions given. Detentions can be given for poor behaviour, lack of homework or effort in a particular subject area or by a tutor. Detentions can be given for break or lunchtime and can be instantaneous on the day or they can be given as an after school detention. Such detentions can be issued without firstly informing parents in line with the 'no notice' detentions set out in the Education Act 2011. HOCAs will obviously support colleagues with ensuring students attend detentions.

Students are sometimes placed 'on report', so that their daily work may be closely monitored. In extreme cases, a student may be excluded from Trinity, and exclusions follow the LA guidelines, used by all schools. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Every school will have occurrences of disagreements and difficulties between students and each incident needs prompt dealing with and resolving in an appropriate manner.

It is important that all students receive the message that if they feel badly treated they must tell someone. The staff handbook and student planner details the various means by which the message is delivered. There is an email facility for students to flag any concerns they may have about bullying or the way they have been treated by someone in school.

Both staff and students need to be clear about distinguishing between a short term rift or disagreement and bullying. Isolated and temporary incidents need quick and decisive intervention. Bullying is different and needs to be dealt with differently. Clear and detailed guidance on these types of behaviour and available sanction are given in the staff handbook. When a student tells a teacher that they are being bullied, it is vital to take the time to listen or refer the student as soon as possible to their tutor who may refer them to their Head of House and thence to the Pastoral Deputy Head. Incidences of identified bullying and racist incidents must also be recorded by the Pastoral Leaders and the Deputy Head notified of any such record.

The school have ensured that the appropriate staff has undertaken The Team Teach training for when restraining a pupil is necessary. Team Teach encourages staff to appreciate the influence they can have on the feeling, thinking and behaviour of the students they work with. The Team Teach Approach is committed to 'positive handling'. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It involves personal behaviour, diversion, de-fusion and de-escalation. In the minority of situations where physical restraint may form part of a positive response this does not mean that it is an alternative to all the other strategies.

Staff have the power to search students belongings for articles that are deemed inappropriate by the school in line with the Education Act 2011.

BEHAVIOUR PROCEDURES AND SYSTEMS AT FIR TREE

Rules play an important part in our society and are a necessary element in all aspects of life, e.g. law, government, sport, etc. Pupils need to be helped to understand that rules have evolved through democratic processes and are necessary to order and organise the world in which we live. Class teachers will regularly revisit and discuss rules with their class.

CODE OF BEHAVIOUR

This relates to the positive behaviour expected of all members of the school community: Treat others as you wish to be treated in the school; by being polite and considerate and use people's proper names at all times.

- People should be truthful.
- Pupils should follow the instruction of all teaching and non-teaching members of staff.
- Bad language, swearing etc. is not acceptable on the school premises.
- Physical violence is not acceptable on the school premises.
- Respect should be given to other people's property, as well as their own.

CLASS CONTRACT

The class contract is established at the beginning of each new school year with each class of pupils and their teacher and sets out codes of behaviour expected in the classroom. This is established through discussion and negotiation. The Contract is then displayed in written form in the classroom.

HEALTH AND SAFETY RULES

These relate to:

- Safe movement in and around the school, including the use of playground equipment.
- Specific safety rules within curriculum areas where correct use of tools and equipment is involved (e.g. Art, Design Technology, Science and P.E.)

BEHAVIOUR AND PROGRESS REWARDS

It is important to recognise good behaviour in class and around school. Rewards are based on positive responses and may be in the form of:

- Verbal praise and encouragement.
- Written praise and encouragement through comments and remarks made through marking a pupil's work.
- Sharing of achievements within the pupil's class.
- Reward stickers and certificates are shared with parents.
- Positive behaviour shared with parents via a phone call or meeting.
- Certificates for completion of targets.
- pupils will be given a Headteachers Award for being in the Gold Book
- Golden time and House points.
- Work is sometimes copied and sent home to parents.
- When pupils are awarded the value of the month trophy a certificate is sent home to share with parents and a note is put in the newsletter.

INAPPROPRIATE BEHAVIOUR

Whilst most pupils behave well, a small minority do not always respond to the positive reward system put in place.

BULLYING

Bullying of any form will not be tolerated at Fir Tree Primary School and Nursery. The school participates in anti-bullying weeks and uses lessons, assemblies and external providers to promote anti-bullying. The Anti-bullying policy is upheld by all staff and pupils. Please see the Anti-Bullying policy.

POSITIVE STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

- Deal with incidents immediately, or as soon as possible.
- Investigate a situation, where necessary, to ensure fairness.
- Deal with incidents quietly and avoid possible confrontations.
- Respect the pupil and deal with incidents in private, where possible.
- Help the pupil "back out" of an awkward situation by accepting apologies gracefully (don't continue to scold).
- Encourage verbal reasoning and help pupils accept responsibilities.
- Don't give pupils negative labels; label the behaviour not the child.
- Remain calm, don't shout.
- Try to be positive, try to find an example of good behaviour - positive attitudes nurture positive behaviour.
- Recognise the importance of good communication and home/school partnerships working together for the good of the pupil.

PROCEDURES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR – SEE APPENDIX 1

1. Incidents are dealt with and recorded by the class teacher on an ABCC sheet. These forms are used by staff to monitor behaviour and look for trends, so that strategies may be adopted to help the pupil deal with times of difficulty.
2. If a pupil has three incidents of unacceptable behaviour in one week, then a letter home or phone call from the Headteacher is made to the parents informing them of the incidents and inviting them to come in and discuss their pupil's behaviour with the class teacher. Usually this action would be sufficient for school and parents to work together to improve the situation.
3. In exceptional circumstances where a pupil is putting themselves or others at risk, procedures will go directly to the second letter being sent home and a risk assessment would be completed.
4. If a pupil's behaviour is a concern during unstructured times, a protected play plan will be put into place.
5. If parents refuse to come into school to discuss their child, and the child's behaviour continues to cause major concern, then withdrawal or exclusion will be considered.
6. In exceptional circumstances where a pupil is putting others at risk it may be necessary for an adult to evacuate other pupils from the class/area. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only consider intervening physically to restrain pupils to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.
7. The school have ensured that the appropriate staff has undertaken Team Teach training for when restraining a child is necessary. Team Teach encourages staff to appreciate the influence they can have on the feeling, thinking and behaviour of the pupils they work with. The Team Teach approach is committed to 'positive handling'. Positive handling is a holistic approach involving policy,

guidance, management of the environment, and deployment of staff. It involves personal behaviour, diversion, de-fusion and de-escalation. In the minority of situations where physical restraint may form part of a positive response this does not mean that it is an alternative to all the other strategies.

Appendix 1

Procedures for dealing with behaviour issues in class



Green Face



Yellow Face



Red Face

Behaviour

- Smiley faces in class & lunchtime happy/sad faces (coloured) displayed
- All pupils start the day on green smiley face
- Moving to yellow face is a warning
- As a general rule when a pupil is moved to red they will miss golden time, however some exceptions are appropriate.

ABCC sheets

- If a pupil gets an ABCC sheet it is an automatic go to another class for the rest of the AM/PM. If it is at the end of the day, the pupil goes to another class the following AM. Work MUST be sent with the pupil that they can complete unaided. Please send to the designated class.
- The adult dealing with the incident to complete a pink sheet, the sheet to be signed by the class teacher and a member of SLT, copy to the Headteacher.
- A letter will be sent home if a pupil gets an ABCC sheet. The staff member who issued the ABCC sheet must be extremely clear and certain as to why the sheet has been issued. Parents may want to discuss the facts and the school needs a detailed record.
- If 3 ABCC sheets are completed, parents are invited to meet with the Headteacher; as a result an IBP may be implemented in severe cases

Lunchtime

- Mrs Roberts will oversee all lunchtime arrangements in line with above.

Praise & Rewards

- House points for effort and achievement, good behaviour, correct uniform or PE kit and sporting achievements
- Pupils who have been on green all week are rewarded with golden time on Friday 2.10-2.30 whole school involved.
- Pupils who have not remained on green all week go to red club with the Deputy Head. Two red clubs in a row will result in having to see the Head and after three consecutive red clubs, parents will be invited in for a meeting with the Head.

ABCC Sheets to be used sparingly, so severe when pupils get one. Emphasis on praise and reward, and encouragement for the pupils on yellow to get back to green.