



POSITIVE BEHAVIOUR POLICY

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This policy complies has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2014
- SEND Code of Practice 0- 25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards

TOGETHER WE EMPOWER EXCELLENCE

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1. Introduction

Our Vision and Principles

To transform children's lives.

Our 6 Principles of Excellence

- **Priority** – Children First – in every action we take and decision that we make.
- **Aspirational Expectations** – A culture where every child will succeed.
- **Excellence in Teaching and Learning** – Excellent, passionate staff transform children's lives. For our children, we collectively empower excellence.
- **Professional Development** – Investing in People – Committing to world class, bespoke, Continuing Professional Development. For our staff, we collectively empower excellence.
- **Distinctiveness** – We embrace, encourage and celebrate the uniqueness of each of our schools, recognising the context of the community that it serves and the curriculum that it offers to meet those needs. For our communities, we collectively empower excellence.
- **Leadership with Vision and Efficacy** – Working together, we deliver and achieve much more than we could ever do individually. Collective expertise, shared responsibility, accountability and financial efficiencies add value and improve outcomes for children.

The 6 principles of Excellence underpin the behaviour policy and systems described throughout.

We believe that all children have the right to a calm and purposeful learning environment and recognise that low level behaviour can impact on the wellbeing of students and staff. At the Learning Academy Partnership (herein referred to as the Trust), we know that children perform best when they are encouraged and motivated to learn, which is the primary step towards positive behaviour. This Behaviour Policy works jointly with the high expectations of teaching and learning in classrooms. Even where all strategies are in place to support positive behaviour in the classroom, some children will sometimes make choices that threaten to impact on their own learning and that of their peers. At the Trust we understand that 'all behaviour is communication,' and that it is our purpose to look beneath the behaviour and see what unmet need is causing them.

A series of strategies will be used to identify, assess and meet the needs of children, following a plan, do, review cycle.

Where there is a need due to social circumstances, such as family difficulties, bereavement, housing etc, the Family Support Team will be able to offer support to families and signpost to further help.

Where there is a need due to an unidentified learning difficulty, the SENCO will follow

the procedures of identification of a SEN as outlined in the Special Educational Needs Policy.

Where there is a need due to an emotional difficulty or trauma in a child's life, the academies may refer to additional intervention such as Thrive, appropriate outreach or groups focusing on social skills and emotional literacy.

The aim of these strategies is to encourage children to comply with the Academy rules and re-engage with learning. In some circumstances, an academy will need to act promptly to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the Academy, or its community. In some situations this may result in exclusion.

The Behaviour Policy makes reference throughout to the following DfE documents: □

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017; □
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012; □
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies; □
4. DfE and ACPO Drug Advice for Schools; □
5. Use of Reasonable Force; □
6. Behaviour and Discipline in Schools; □
7. Screening, Searching and Confiscation; □
8. Ensuring Good Behaviour in Schools; □
9. DfE Dealing with allegations of abuse against teachers and other staff.
10. DfE Keeping Children Safe in Education 2018

The fundamental basics of the behaviour policy rely on the Home-Academy agreement being adhered to.

THE FAMILY WILL

- Promote and support a positive attitude towards learning this is the greatest gift that you can ever give to your child! Praise their efforts and encourage them to always try their best. Show your child how much you value their learning and they will exceed all expectations.
- Place emphasis on the enjoyment of reading together every day throughout your child's time at primary school.
- Ensure their child attends regularly, call the Academy each morning they are unwell and provide a note of explanation or medical evidence when the child returns. Aim to ensure that attendance always remains above 96%.
- Support the Academy's attendance policy by NOT booking holidays during term time.
- Make sure their child arrives at school on time and is collected promptly.
- Attend Parental Consultations to discuss child's progress each term.

- Send their child to school equipped for working with the appropriate books and writing implements.
- Support the Academy's dress code and send their child to school wearing appropriate uniform and footwear, having specialist clothing for specific subjects e.g. apron for art, games kit for P.E. This includes appropriate hair styles: hair colouring, mohawk hairstyles and sculpted patterns or any other style deemed inappropriate by the Head of Academy
- Support the Academy's Positive Behaviour Policy including meetings with staff if deemed necessary and engage with extended support and guidance to support their child's needs.
- Where possible provide a suitable learning environment to support their child with
- homework and other opportunities for home learning.
- Support the Academy's Healthy Eating Policy by providing fresh water daily and a fruit snack.
- Treat all staff courteously and with respect.
- Prepare your child adequately for academy life to enable them to cope with everyday activities i.e. toileting, dressing, using cutlery.
- Inform the Academy of any change in personal circumstances that could impact upon child's performance or emotional well-being.
- Read the newsletter and respond to any reply requests promptly.

All documents should be read in conjunction with this policy. The Trust reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

THE SCHOOL AND OUR STAFF WILL:

Our attitude towards the children is key to promoting good behaviour. We should:

- Provide a challenging and stimulating programme of study designed to enable all
- Encourage children to reach the highest standards of personal achievement
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude
- Enable children to take increasing responsibility for their own learning and conduct
- Ensure that learning is progressive and continuous
- Be good role models punctual, well prepared and organised taking quick, firm action to prevent one child inhibiting another's progress
- Provide opportunities for children to discuss appropriate behaviour
- Work collaboratively with a shared philosophy and commonality of practice following Academy Guidelines
- Enjoy relating to pupils
- Accept them for who they are
- Appreciate them, whenever we can tell them you appreciate them and why
- Respect them and expect to receive respect
- Greet children and start a dialogue with them when we meet them around the academy
- Listen to children

- Be friendly
- Use humour appropriately to build bridges and reduce tension
- Speak to them individually about their concerns – don't trivialise them or treat issues as being taboo, know them as individuals
- Set high standards
- Apply rules firmly but fairly
- Promote and support the school council
- Act and speak thoughtfully and appropriately in the playground, working together to ensure that no one is left out or bullied
- Be alert to any kind of bullying, objecting to it and reporting it
- Will not tolerate any form of peer on peer abuse (KCSIE document)
- Maintain high standards of behaviour when using any off site facilities or representing the academy as ambassadors or competitors

2. Positive Reward System

In order to reduce negative behaviour, there is a positive reward system employed in all classrooms throughout the LAP called *Kudos* (pronounced *Kew-dose*). *Kudos* means praise.

Kudos works in conjunction with the *consequences* system also used throughout the Trust, details of this are in the following sections.

Consequences will only work effectively in addition to high quality, well planned, inclusive teaching. All differentiation and adaptations must be in place to support children with needs that are additional to or different from their peers in order for **Consequences** to have an effective impact. **Consequences** work in conjunction with **Kudos**. (see section 3.)

Kudos is a points given system where children aim to earn as many points as possible towards an end goal. There is no ceiling to this reward system, so no child feels they have reached the limit of positive behaviour. The *Kudos* system is only effective when carried out with high quality feedback from the teacher on why they are being rewarded, for example "Well done Bobby, you applied your writing target in this sentence, you can have a *Kudos*." It also works effectively as positive reinforcement to encourage a calm whole class working environment e.g. "Everyone on this table may have a *Kudos* point because you are working silently on your independent work." This rewarding of positive behaviour will encourage other children to do the same, rather than penalising individual negative behaviour.

Kudos points should be awarded regularly and consistently by every member of staff when children are displaying the academy values for example:

- Showing respect for themselves and others by: holding doors, greeting members of staff, walking through the school in a calm manner, correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.

- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal targets on board and achieving them, displaying their best efforts in lessons, completion of home learning and home reading.

This list is not exhaustive and there are many ways a child may receive Kudos points.

Kudos points will be recorded on class charts and badges given as rewards at 60, 120 and 180 Kudo points. Badges will be awarded at the end of each term and behaviour for learning celebrated at this point

We know that all systems in academies work best when shared and supported by families and caregivers. Because of this, we will feedback on the achievement of children being awarded their Kudos badges with a Praise Postcard being sent to the child's home. When families share in a child's success in school, it encourages further positive behaviour.

3. Consequence System

'Consequences' work in conjunction with the Kudos system, behaviour guidelines and behaviour logs. The system links with the Torbay Local Authority 'Behaviour Thresholds' and can be read alongside 'The Child's Journey' documentation. Level 3 behaviour would be at a C4 Level. Level 4 behaviour would be at level C5 and above. This also aligns to Devon Thresholds and policies.

As part of community building within the classroom, all classes will have a 'Full Value Contract' (FVC). Pupils and Teachers agree on the rules of their classrooms and consequences that might be used. The Academies also use the language "Quality Line" "Quality Walking" and "Quality Audience" to help children to unpick what exemplary behaviour is like in these situations. As part of class community building, every September and on every new child's arrival, classes will revisit what these 'qualities' look like, sound like and require children to be like.

The shared language throughout the academies ensures that there is a high expectation of children's behaviour and consistency of behaviour boundaries. Children know how they are expected to behave as citizens of their academy trust as well as their classrooms.

	Why	Action	Example of behaviour (behaviour threshold)
C1	<p>First negative behaviour, or continued negative behaviour from first warning.</p> <p>Child's name will be written on C1 board in classroom</p>	<p>Verbal reminder or signal will be issued, where a child has a socio-communicative difficulty, visual prompts may be used.</p> <p>Whole class reminder of the learning behaviours expected in class or in the playground.</p> <p>Praise for those demonstrating desired behaviour.</p> <p>Staff member will explain clearly "Child, I am going to write your name on the C1 board because I expect...."</p> <p><i>Where a child has socio-communicative difficulties, additional input such as using photographs of desired behaviour, traffic light sound systems or noise level meters may be referenced to support. Children with SEN will have additional resources that will be used at this time and throughout.</i></p>	<p>Behaviour that is oppositional to those agreed on the FVC.</p> <p>This may include: calling out, talking at inappropriate times, not completing work set to the expected standard, regular incompleteness of home learning or home reading, purposeful incorrect uniform, not adhering to school rules of quality line, quality audience or quality walking.</p>
C2	<p>Second negative behaviour or continuation of C1 behaviour.</p> <p>Child's name will be written on C2 board in classroom</p>	<p>Staff member will explain clearly "Child, I am going to write your name on the C2 board because I expect...."</p>	<p>Continuation of behaviour at C1 or instantaneous for behaviour such as: Refusing adult</p>

C3	<p>Third negative behaviour or continuation of C2 behaviour</p> <p>Child's name will be written on the C3 board in the classroom</p>	<p>Staff Member will continue to explain clearly the reason for child gaining a C3, and at this point offer the child an opportunity to rectify actions by one of the following options:</p> <p>Moving seats – independent learning space as appropriate</p> <p>Time out - time for child to think through choices and return to the task, using resources such as timers and behaviour guidelines (if appropriate)</p> <p>Time Scale – Setting a timer for expectation of child completing task in order for consequences to stop progressing. E.g. "You will have 10 minutes to complete up to question 5 or we may have to issue a C4."</p> <p>Adaptation of task – teacher will use their knowledge of the child, especially in the case of SEN to adapt a task if this is causing the contention e.g. due to a child's high levels of anxiety during a test or the level of challenge presented.</p>	<p>Continuation of behaviour at C2 or instantaneous for examples of more significant behaviour such as:</p> <p>Refusal of staff instructions e.g. refusing to move seat, verbally refusing to complete a task, refusing to hand over an inappropriate toy/object or remove an inappropriate item of uniform e.g. baseball caps</p> <p>Incidents of bullying</p>
C4	<p>Fourth negative behaviour or instant in circumstances of higher level behaviour</p>	<p>If C3 behaviour concerns a staff member with then issue a C4. This will require a Behaviour Log to be opened (shared on staff restricted Google Drive) and an alert to be sent to a member of SLT</p> <p>Where a child already has a behaviour log open, the new incident will need to be recorded and SLT informed.</p> <p>The child will then be required to leave the classroom and complete their work in a designated place. They will miss playtimes on that day.</p> <p>On their return to class the behaviour will be discussed and a 'clean slate' approach will be used for the next day.</p> <p>Parents/Carers will be informed at the end of the day. Where a behaviour log is already open, the meeting must involve a member of SLT.</p>	<p>C4 behaviour is inclusive of continued C3 behaviour despite interventions and strategies being put in place.</p> <p>Instantaneous C4 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as:</p> <p>Destruction of classroom equipment (defacing tables, snapping pencils etc)</p> <p>Swearing</p> <p>Bullying</p> <p>Refusal to complete a C3 request</p> <p>Disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work.</p>
C5	<p>Fifth Negative Behaviour Or Immediate due to Health</p>	<p>An immediate behaviour log will be opened or updated if already open.</p>	<p>Continued behaviour, following receipt of a C4 on the same day.</p> <p>OR</p>

	and Safety Concerns	<p>Child will report immediately to the SLT member on duty and parents/carers will be informed promptly.</p> <p>The SLT member will determine a space appropriate to the academy and the age of the child where the child will work in isolation for the remainder of the session. The child will then work form the next half day period in this space and will miss lunchtime play.</p> <p>A meeting with parents will be held with class teacher and member of SLT. Longer term consequences may be agreed and the child will be placed on a 'monitoring report'</p>	<p>Regular receipt of a C4 (e.g. daily over the course of a week)</p> <p>Instantaneous where health or safety is of concern:</p> <p>Putting themselves at risk (e.g. climbing up on school equipment or property, refusing to hand over an inappropriate object that could be deemed dangerous, running away from a member of staff or adult when requested, leaving classroom without permission)</p> <p>Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers)</p> <p>Putting staff at risk (e.g. threats or actual of acts of violence)</p> <p>Threat or actual destruction of school property.</p>
C6	Referral	<p>This can only be given when a child has worked their way through Consequences.</p> <p>If there is an immediate situation that warrants exclusion then a Fixed Term referral needs to be made.</p> <p>The decision to exclude lies with the Head of Academy who discusses the matter with SLT and those involved.</p>	<p>Reasons for a C6 and consideration for exclusion (fixed or permanent) can include (but not limited to):</p> <p>Persistent disruptive behaviour Physical assault against a pupil Other Verbal abuse/threatening behaviour against an adult Physical assault against an adult Drug and alcohol related Verbal abuse/threatening behaviour against a pupil Theft Sexual misconduct Damage Bullying Racist abuse</p>

Monitoring report example

Monitoring Report for [CHILD NAME] Started:	Friday	Review of day:	End of week review with parents/carers/SLT and classteacher: DATE: Actions: Signatures:
	Thursday	Review of day:	
	Wednesday	Review of day:	
	Thursday	Review of day:	
	Friday	Review of day:	

Behaviour log example

LEARNING ACADEMY PARTNERSHIP (South West)

Behaviour Log				
DATE	PERSON RECORDING INCIDENT	DETAILS OF INCIDENT (LEVEL AND KEY INFORMATION)	ACTIONS TAKEN	FOLLOW UP IMPACT (2 WEEKLY REVIEW)

Please use initials for recording names and identify if teacher, support staff or child. Please ensure children involved are recorded with their class.

Use the ABC Approach to recording an incident

A - Antecedent = what was the event or activity occurring immediately before the incident

B - Behaviour = what was the behaviour observed?

C - Consequence = what was the immediate consequence following the response

Monthly reports

TEMPLATE OF MONTHLY REPORT TO GO HERE WHEN DECIDED.

Exclusions

The Trust believes that:

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples:

- Failure to comply with the behaviour guidelines for the academy. □
- Breaches of health and safety rules. □
- Verbal or physical abuse of staff, other adults or students. □
- Possession of drugs and/or alcohol related offences. □
- Failure to comply with the requirements of the ‘Consequence System’ see section 2 above.
- Wilful damage to property. □
- Homophobic or racist bullying. □
- Bullying. □
- Sexual misconduct. □
- Theft. □
- Making a false allegation against a member of staff. □
- Persistent defiance or disruption. □
- Minor assaults or fighting that is not premeditated or planned. □
- Other serious breaches of Academy rules. □

Exclusions follow a set progression to enable systems and procedures to be put in place to support a child. However, the Head of Academy retains the right at any time to increase the number of days of fixed term exclusion.

C6/Fixed Term Exclusion	Number of days exclusion
First	1
Second	1
Third	1
Fourth	2
Fifth	2
Sixth	2
Seventh	3
Eighth	3
Ninth	3
Tenth	4
Eleventh	4
Twelfth	4
Thirteenth	5
Fourteenth	5
Fifteenth	5
Total	45

After 45 days of exclusion it is likely that the Academies will have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these children. In addition, the Learning Academy Partnership recognises that the individual concerned will have lost so many days of learning it would be unlikely that the Academy could offer any other reasonable support. At this point the Senior Executive Team would be likely to look at a permanent exclusion.

The Head of Academy retains the right, at any time, to permanently exclude those children who persistently cause disruption to the learning of others.

For further information, please see the following documentation:

DFE - Exclusion from maintained schools, Academies and pupil referral units in England 2017;

□

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012□

Local Authority - guidance on the exclusion of pupils from school

Permanent Exclusion

‘A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’. □
(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017’) □

The Senior Leadership Team and Academy Heads will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include: □

- a. serious actual or threatened physical assault against another student or a member of staff; □
- b. sexual abuse or assault; □
- c. supplying an illegal drug; □
- d. possession of an illegal drug with intent to supply; □
- e. carrying an offensive weapon; □
- f. making a malicious serious false allegation against a member of staff; □
- g. potentially placing members of the public in significant danger or at risk of significant harm. □

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.

Partial Timetable

As an alternative to exclusion the Senior Leadership Team may, in limited circumstances, make use of a partial timetable to support a child. This would be agreed in partnership with parents/carers and other agencies involved with the child and alternative provision will be set up for the child.

Screening, Searching and Confiscation

We follow the DfE guidance ‘Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies’.

1. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. □
2. Staff should hand the confiscated item to the relevant member of the a Senior Leadership Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time. □
3. Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately. □
4. Items confiscated by the Academy can be collected by parent/carers except where the Academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters

Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of Academy staff have a legal power to use reasonable force. This power applies to any member of staff at the Academy. It can also apply to people whom the Academy Head has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an Academy organised visit.

A 'Safe Touch' Policy is available in regards to the strategies of touch and safe handling applied in programmes used throughout the Academies such as: Thrive, Nurture and Attachment Awareness.

Discipline beyond the Academy gate

Parents are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the Academy premises which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, Academy staff, parent or child reports criminal behaviour, anti-social behaviour or a serious bullying incident to an Academy member of staff the Senior Executive Team must be informed. In the vast majority of cases they will involve the School Liaison Officer/Community Support Officer and the Designated Safeguarding Lead if deemed necessary.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents that occur on the Academy site.

Where negative behaviour occurs when a child is travelling to and from the Academies, the Academy reserves the right to issue a consequence, fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.

Children are encouraged to wear correct uniform when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.