



Danesholme Infant Academy.

Positive Behaviour Management
Policy 2019

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Mission Statement

At Danesholme Infant Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on **Respect, responsibility and resilience**. We promote all children to take responsibility for their learning and behaviour, which is modelled and scaffolded by all staff. We believe, by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness, well-being and resilience.

EXPECTATIONS & RESPONSIBILITIES

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in the Academy and what the consequences of different types of behaviour might be. We drive this through the 3Rs; Respect, Responsibility and Resilience. Our children are inspired by our whole school characters, *Respectful Rosa, Responsible Ronnie, Resilient Ryan*, which feed through every day aspects of school life. The behaviour policy is explicitly reinforced further through PSED, whole school assemblies and supports EYFS Characteristics of Effective Learning.

Staff, including supply staff, are expected to fully adhere to the guidance of this policy, and follow a consistent approach to public praise and private criticism.

1. Policy Overview

Within the Academy, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

The policy applies to pupil behaviour where the pupil is on the Academy site, outside of the Academy site or outside of the school day. The Academy will take appropriate action where a pupil's behaviour falls below the expected standards.

2. Aim

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

We aim for the children to develop the following attitudes:

- Respect for oneself, others and property.
- Responsibility for improving oneself learning and behaviour.
- Resilience, self-motivation and independence.

These three key drivers will be displayed in all classrooms supported by our school mascots.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm our PSHE citizenship work and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the behaviour policy throughout the Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour is wearing to both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy as appropriate, implement strategies to provide the necessary support to the pupil.

However, low-level misbehaviour can be influenced to the good by classroom management techniques-

Examples of positives Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and geared at an appropriate level.
- Courteous and respectful contact with children making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and 'play' opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Examples of negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the danger of major confrontation.
- Being unjust or inconsistent.

5. Positive Discipline

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

System of affirmation/strategies for praise and reward

Praise should be genuine, personal and specific

Children behave better if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low and whose behaviour leaves something to be desired. Affirming a child will sometimes prevent problem situation arising.

Sometimes affirmation will take the form of a reward although it is important that children are affirmed just for who they are, not having always to earn approval or reward.

It is helpful to say "I do like you but I don't like what you did". We avoid labelling a child as 'naughty'. The deed might be but the child is not.

Possible strategies that may be used in the academy

- A quiet word or encouraging smile.
- Verbal praise in front of a group, class or whole school.
- Stickers, smiley faces, stars etc.
- Having a pomp om to go in the jar
- Sharing the achievement with the Principal or other senior member of staff.
- Certificates.
- Note/phone call home to parents informing them of something to celebrate.

Assertiveness/warning/consequences

At DIA, we want all learners to develop self-awareness and self-discipline. We teach our pupils, that all behaviours have consequences. Where children are struggling to follow the 3Rs, and then demonstrate inappropriate behaviour, it is important for the staff member to take account of the child's feelings. Make the child aware of their choices and take responsibility for them. This will be consistent across the school.

Behaviours have consequences, however negative consequences imposed too quickly take away the need for the pupil to face the issues make choices and take responsibility.

The three zone approach -

ASSERTIVENESS ZONE/WARNIGN ZONE/CONSEQUENCE ZONE

The approach depends on a few positively stated crystal clear golden rules and works best when their benefit is understood and accepted by the class. At Danesholme Infant Academy, those rules are Respect, Responsibility & Resilience.

The three zone approach extends the assertiveness zone with skilful conflict resolution and mediation skills on the part of the teacher.

However, no child should prevent a teacher from teaching or a child from learning.

Pupils will be actively encouraged to behave in an appropriate manner but in the event of unacceptable behaviour, members of staff may have to move into the warning and consequence zone. Consequences. Sanctions should be relevant to the misbehaviour being exhibited.

Warnings/consequences should be organised into a disciplinary hierarchy, which is progressive and imposed for disruptive behaviour during the day.

In cases of severe misbehaviour, a child loses the right to proceed through the consequences and will be referred immediately to the Principal or other designated Senior Manager.

NB – A pupil will not be withdrawn from a particular aspect of the curriculum unless the behaviour exhibited makes it unsafe for the child to participate on that occasion. In relation to extra-curricular activities, a child may lose their place or entitlement to attend such activities if their behaviour falls below the expected standards of conduct.

6. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate. Parents will be informed and consulted. The Class teacher will work cohesively with parents to set targets. If there are a number of incidents of difficult behaviour outside agencies may be consulted with the support of our SENDCO lead.

It is important to consider a differentiated approach to learning if child is displaying difficult behaviour. Differentiation should be an inherent part of planning for individual needs. IBP will be outlined where needed and will be shared with parents and SENDCO.

It is important for staff to feel that they can rely on each other when dealing with behaviour problems. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

7. Curricular Links with Behaviour Management

Our Academy has a positive approach to behaviour management and as such, believes in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered. The teaching of thinking skills aids conflict resolution and decision-making.

8. Bullying and Racism

Although these issues are detailed in fully within our Anti-bullying Policy, we feel they are worthy of particular mention.

The Academy has an anti-bullying and anti-racism approach and actively explores these issues within the curriculum, these subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying and at the Academy, we define it as –
*'The wilful, conscious desire to hurt or threaten someone, physically emotionally or materially on a number of occasions; or
When a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
Behaviour by an individual or group, usually repeated over time, that intentionally ruts another individual or group either physically or emotionally.'*

In accordance with the Anti-bullying policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and kept in a file in the Principal's office for future reference.

The Academy sees racism as a form of bullying and does not condone it in any form.

9. Monitoring Behaviour

On a weekly basis, senior leaders will monitor behaviour looking at patterns, levels of incidents and number of incidents.

The parent of any pupil who has done particularly well will receive a 'praise' phone call so that parents are aware of the positive changes in behaviour and the good attitudes displayed.

Any pupil causing concern will be seen by a senior member of staff and, if deemed necessary, a phone call home will be made.

Senior staff will report to the Principal recording any recommended actions to be taken.

10. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, physical restraint using reasonable force may be appropriate. Physical restraint methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used.

Reasonable force is considered to be a last resort and the Principal will always adopt alternative strategies wherever possible which might include contacting the parent or the police for support. All incidents are recorded formally in the Bound Book.

11. Exclusions

This policy has been drafted with regard to Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE June 2012) ('DfE Guidance')

The Principal has a duty to ensure the good order and discipline among pupils and to safeguard their health, safety and welfare and that of members of staff. In some cases, the Principal may need to resort to excluding a pupil, either for a fixed term or permanently.

The Principal will always firstly consider alternatives to exclusion for example:

- Using a restorative justice process which enables an offender to redress the harm that has been done to a victim.
- Internal exclusion to a designated area within the academy, however, this is dependent upon if the Academy feels that it can no longer manage the behaviour of a particular pupil the academy may ask

another school to take over his/her education. This will be considered with the full knowledge and co-operation of all parties.

The Academy is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, the Academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Before taking an exclusion decision, the Principal of the Academy will also have to regard the following (in accordance with the DfE Guidance):

- For groups with high exclusion rates (pupils with SWN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- What additional support or alternative placement may be required for a pupil with a statement of SEN/EHC plan or a looked after child;
- That the permanent exclusion of a pupil with a statement of SEN/EHC plan or a looked after child should, as far as reasonable possible, be avoided.

The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

A decision to exclude will be taken where:

1. There has been a serious breach, or persistent breaches of this policy; and
2. Allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

The National Standard list of reasons for permanent exclusions is:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent, disruptive behaviour
- Other (only in exceptional circumstances)

Permanent exclusion is usually a sanction of last resort but may be imposed by the Principal for a first or one-off offence in situations where the principal feels the incident is so serious it merits a permanent exclusion.

Fixed term exclusion can be applied particularly where there are persistent breaches of malicious behaviour.

Procedure

Any exclusion from the Academy will be authorised only by the Principal or the Deputy Principal in the Principal's absence.

Unless there is an immediate threat to the safety of others exclusion should not be imposed in the heat of the moment.

Therefore, the following procedures will be carried out by the Principal:

- Ensure an appropriate investigation has been carried out
- Consider all evidence available to support allegations
- Allow the pupil to give his/her version of events.
- Check whether the incident may have been provoked.
- Consult others but not anyone who may later have a role in reviewing the decision.

If the Principal is satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done, the principal will exclude, i.e. following a thorough investigation it is evident that it is more probable that improbable that a pupil was found guilty of the incident.

If a decision is taken to exclude a pupil:

- The pupil takes a letter home, with another copy posted; outlining the incident and the length of the fixed term exclusion. **The parents have rights to make representations about the exclusion to the Academy Advisory Council highlighted.**
- For fixed term exclusions, a meeting is set up for the parent/carer and pupil to attend or return from exclusion, with a senior member of staff.

In accordance with the requirements set out in the DfE Guidance. **Advisory Council will meet to consider reinstatement of the pupil if required to do so due to the length of the exclusion or if requested by the parents.**

Permanent Exclusion Report

When the Principal decided to permanently exclude a pupil, the Academy Advisory Council must set up a disciplinary committee to review the case.

In advance of the disciplinary committee, the Principal will prepare an exclusion report which explains why the pupil was excluded.

The report will include:

- A profile sheet including basic information about the pupil
- An overview of the case including a detailed account of the reason(s) for the exclusion
- Confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of a behaviour modification strategies which have been used
- An indication of how the sanction applied is consistent with the academy's behaviour policy
- Alternative sanctions that were considered (if applicable)
- In the case of a pupil with SEN, or a looked-after or disabled pupil, that the relevant DfE guidance was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

Permanent Exclusion Procedure

DfE Guidance clearly explains the procedures to be followed if exclusion is applied. These procedures must be followed precisely. The services of a properly trained clerk are secured for exclusion hearings.

General Duties

1. The Academy shall act and shall ensure that the Principal shall act in accordance with the law and the DfE Guidance.
2. Without limiting the generality of paragraph 1. The Academy shall ensure that the local authority is informed of an evasion in the circumstances required the DfE Guidance.
3. The Academy shall ensure that in carrying out their functions the Principal, the Academy Advisory Council and any independent review panel (established in accordance with paragraph 5) have regard to the DfE Guidance.

Independent Review PANELS

4. In accordance with DfE Guidance, the Academy shall, in relation to the Academy, carry out as functions to establish and manage the appeal procedure for exclusions.
5. Independent Review panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. Where requested by the parent, an SEND expert will be appointed by the Academy to advise the independent review panel.
6. The independent review panel's decision is final and binding on the Academy. A parent may seek a judicial review of an independent review panel's decision. A parent may not, however, appeal to the commissioner of local administration (the local government ombudsman) about maladministration as the commissioner's remit is limited to considering the conduct of appeal panels constituted by local authorities.

Parents' responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.