White Hall Academy

Behaviour Policy

September 2021

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

White Hall
Academy

Statement of intent

White Hall Academy is committed to positive behaviour management as part of a whole school policy. We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example.

Aims of this policy

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

We consider that:

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and that their children are safe and well cared for, especially during this anxious time for everyone.
- Staff have a right to feel safe and to be treated with courtesy and respect.

We believe:

- Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.

Children are encouraged to:

- To be considerate towards, and value and respect others
- To show consideration for their surroundings and property.
- To work hard and do their best.
- Follow the whole school expectations for 'minimising' the risk of the spread of COVID-19 virus.

This is summed up in – Be safe; Be kind; Be responsible. Children and staff alike are encouraged to support the 'Fish' philosophy – where, every day, adults make it **F**un, **I**ndividuals (I) choose their attitude, and try to make someone feel **S**pecial and everyone tries to be **H**ere, fully involved in the moment!

Rules, and expectations, which are mainly concerned with safety and enabling every child to feel secure, are:

- explained to the child so that they understand what is expected of them, and why; (Children will receive clear explanations of the COVID-19 expectations through a series of PSHE lessons upon their return to school).
- modelled by practitioners so that children can observe and hear how to behave
- supported by routines and positive expectations and an engaging learning environment (indoors and out) which is organised in a way that encourages appropriate behaviour and meets children's needs and interests. (Learning environment will be set up to encourage social distancing and good levels of hygiene.)

'**Rules' are reinforced by:**

- praise, attention and rewards for positive actions, effort, co-operation and caring attitudes.
- management methods that are developmentally appropriate
- consistency – children learn to trust adults who do what they say – even when they don't always like it!
- constant reminders on procedures for 'Minimising' the spread of COVID-19.

Rules are displayed and referred to often – Children 'caught keeping rules' are praised. Group effort and team work and co-operation may also be rewarded.

Children may have strong emotions and need to learn self-control. Staff:

- will try to support children to recognise and talk about these feelings
- will try to guide children to deal with problems and feelings in non-aggressive ways
- will encourage children to see the consequences of any negative actions and to learn/understand why they are unacceptable.
- will make suggestions for alternative ways to act, and children will be given choices so that they begin to learn that they have ownership of their behaviour
- use non-discriminatory, non-personal strategies to explore and teach the desired behaviours e.g. circle and bubble time; persona dolls; bubble group; 'experience' picture books and DVDs

Key roles and responsibilities

- The governing body has overall responsibility for the implementation of this policy and the procedures of White Hall Academy
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy
- The headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school
- Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently
- Staff, including teachers, support staff and volunteers, will create a supportive and high quality-learning environment, teaching positive behaviour for learning and implementing this policy
- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home
- Pupils are responsible for their own behaviour both inside school and out in the wider community.
- Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to staff.

Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour, which may cause harm to oneself or others, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting
- Deliberately refusing to hygiene expectations specific to COVID-19.

For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour, which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Use of mobile phones
- Graffiti

"Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be a behavioural problem in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction.

Teachers and support staff will receive regular and on-going training as part of their development.

Pupil expectations

Pupils and parents/carers will be expected to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive at school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Report unacceptable behaviour.

Additional COVID19 Specific Behaviour Expectations

- Adhere to the social distancing expectations in class and in the playground.
- Only bring the following items into school; water bottle, packed lunch, school reading book in a reading book bag, school bag and coat. They can bring treats for their peers on special occasions such as birthdays.
- Enter and exit the school building from the designated gate.
- Wash your hands using soap and water when asked to by an adult
- Children must follow the school's rules on handwashing and using sanitiser, including the use of toilets. They must meet the 'catch it, bin it, kill it' expectations. They must tell an adult if they feel unwell.
- Children must not share food or drink with others.

The school will ensure that pupils follow our **Code of Conduct** by teaching them how to **Be Kind**, **Be Safe** and Be **Responsible**. This will cover how to:

- Use their designated toilet area and as directed to by staff members.
- Sit appropriately on school chairs and the carpet areas.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or gain permission to move around the classroom
- Model good behaviour to other pupils.

- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- Pupils will also be taught how about the specific rules regarding the COVID 19 Behaviour Expectations upon their return to school.

Rewarding good behaviour

The school recognises that pupils should be rewarded for their display of good behaviour.

The school will use the following rewards for displaying good behaviour:

- Praise
- Golden Time minutes
- Weekly celebration assemblies to be carried out remotely for all pupils.
- Stickers from the teacher
- ClassDojo Points.

Where behaviour is unacceptable:

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. All strategies will be non-oppressive and support the child's developing self-esteem and self-image.

- Younger pupils need to be reminded of the rules.
- It must be clear why there is a consequence
- It must be clear what changes in behaviour could avoid a consequence
- There should be a distinction between 'serious unacceptable behaviour' and 'low level unacceptable behaviour'
- It is the behaviour not the child that is met with disapproval.

Consequences

- At White Hall Academy we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

Consequences of inappropriate behaviour will be in order of a stepped approach

Step One *(deploy from the following in order to achieve the most positive outcome)*

- Employ tactical ignoring where appropriate and reward the positives.
- Establish eye contact
- Have a personal quiet word from a 2 metre distance.
- Verbal warning
- Loss on minutes from the 'Golden Time' (2, 5 or 10 mins). The child should be clear on how to earn the minutes back and should never lose all of their 20 minutes.
- Occasionally children may need a few minutes of 'time out' to reflect. They will then be able to return to the class activity. LSAs will be used to facilitate the 'time out' whilst observing social distancing with pupils from other year groups.
- Reminder of the Additional COVID19 Specific Behaviour Expectations

Step Two

- Formal Time out with the Phase Leader. A behaviour slip will accompany the child to ensure the teacher is aware of the type of inappropriate behaviour being displayed. Parents will be informed.
- If the behaviour is unacceptable at break times or lunch times then the child will attend ***'Think it Through Club'*** which is a time and space for the children to reflect on why they have not followed the school rules of **Be Kind**, **Be Safe** and **Be Responsible**. If a child attends the '**Think it Through Club'** three times in a term an intervention will be implemented to address the behaviour issue.
- Internal Exclusion: A morning or afternoon in another class with work. Before returning to class the child will be encouraged to think about the positive way of behaving in a similar situation, and if possible to describe this. The decision about an internal exclusion will be made by the teacher in consultation with a member of the Senior Leadership Team. Parents will be informed.
- If behaviour is escalating and can be defined as 'serious unacceptable behaviour', seek support from the Senior Leadership Team who can determine any further action necessary. It may be deemed appropriate to implement a fixed term exclusion, which can only be approved, by the headteacher or deputy headteacher. Parents will be informed.

  Where anti-social, disruptive or aggressive behaviour is frequent consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist, Specialist Teacher Teams and GROW may be necessary.

Step 3 – Pupils who have had one or more 'serious unacceptable behaviour'

The academy will intervene as early as possible to address emerging behaviour problems, including those masking underlying learning difficulties or disabilities, thereby minimising the risk of fixed term or permanent exclusion.

Pastoral Support Programmes (PSPs) help pupils better manage their behaviour. A PSP will normally involve a number of interventions, as listed below. It is particularly appropriate for those pupils whose behaviour is deteriorating rapidly.

Complex combinations of social, emotional and health problems sometimes drive the Behaviour of pupils at risk of exclusion, often involving multi-agency teams. In all cases where a child is receiving support from more than one agency, one practitioner will act as the 'lead professional' to co-ordinate support and provide a single point of contact for the child and family.

For those at risk, additional measures will include:

- Consideration by the SENCO, with colleagues, of possible interventions within the school.
- Assessment of SEN, including possible placement in a special school.
- Allocation of a key worker such as a Learning Mentor, EWO or member of a Behaviour and Education Support Team.
- A change of class.
- Referral to a specific support service, such as EWHMS.
- Temporary placement in GROW as a part of a planned programme for pupils.
- Consultation with the school's Inclusion Partners for potential alternative provision.

Parental Involvement

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it.

Children are more secure and confident when there is consistency between the school setting and their home. Parents/carers will have opportunities to share and discuss behaviour strategies so that commonality of approach can be established.

Parents/Carers who agree that additional support will be beneficial may also be offered advice on, and signposting to 'outside agencies'.

Alternatives to Exclusion

The following options may be used in response to a serious breach of the behaviour policy:

Restorative justice, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.

The Decision to Exclude

A decision to exclude a pupil permanently should be taken only:

- In response to serious breaches of the Academy's behaviour policy
- If allowing the pupil to remain in Academy would seriously harm the education or welfare of the pupil or others in the Academy

A decision to exclude a pupil for a fixed period should be taken only in response to breaches of the Academy's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are inappropriate. Individual fixed period exclusions should be for the shortest time necessary. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour the head teacher will consider alternative strategies for addressing that behaviour. This will consist of carrying out a Risk Assessment to evaluate if the child is safe to be in school during at this time.

Only the head teacher (or in the absence of the head teacher, the deputy head teacher), can exclude a pupil. Other exclusion related activities do not have to be undertaken by the head teacher personally, but may be delegated.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established. It is the final step in the process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success. It is an acknowledgement by the Academy that it has exhausted all available strategies for dealing with the child and is used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Where a criminal offence may have taken place, the Academy will inform the police and other agencies such as the Youth Offending Team or social workers.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the Academy premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of an Academy day. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free Academy meals to receive their entitlement, which may mean providing a packed lunch.

Reintegration Interview

The head teacher must arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion of a pupil. The pupil should attend all or part of the interview. The interview should be conducted by the head teacher or a senior member of staff. In some circumstances it may be helpful for another person to be present such as the designated teacher for Looked After Children or children with SEN.

The purpose of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. It provides an opportunity to:

- Emphasise the importance of parents working with the Academy to take joint responsibility for their child's behaviour
- Discuss how behaviour problems can be addressed
- Explore wider issues and any circumstances that may be affecting the child's behaviour
- Reach agreement on how the child's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- Create a useful forum to consider with parents the possibility of a parenting contract

The headteacher will try to arrange the interview for a date/time that is convenient for the parent. If possible the interview should be held on the day, the pupil returns to Academy. At least one of the child's parents is expected to attend the meeting.

Safe Handling

White Hall Academy is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents, and only use safer handling as a last resort in line with DFE guidelines and the schools 'Safe Handling Policy'. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Where possible a child would be given at least one warning that if their behaviour persists there may be the need to use positive handling. Should it be necessary to use positive handling to ensure the safety of pupils, property or to maintain the discipline of the class, a record of the incident will be produced and parents informed.

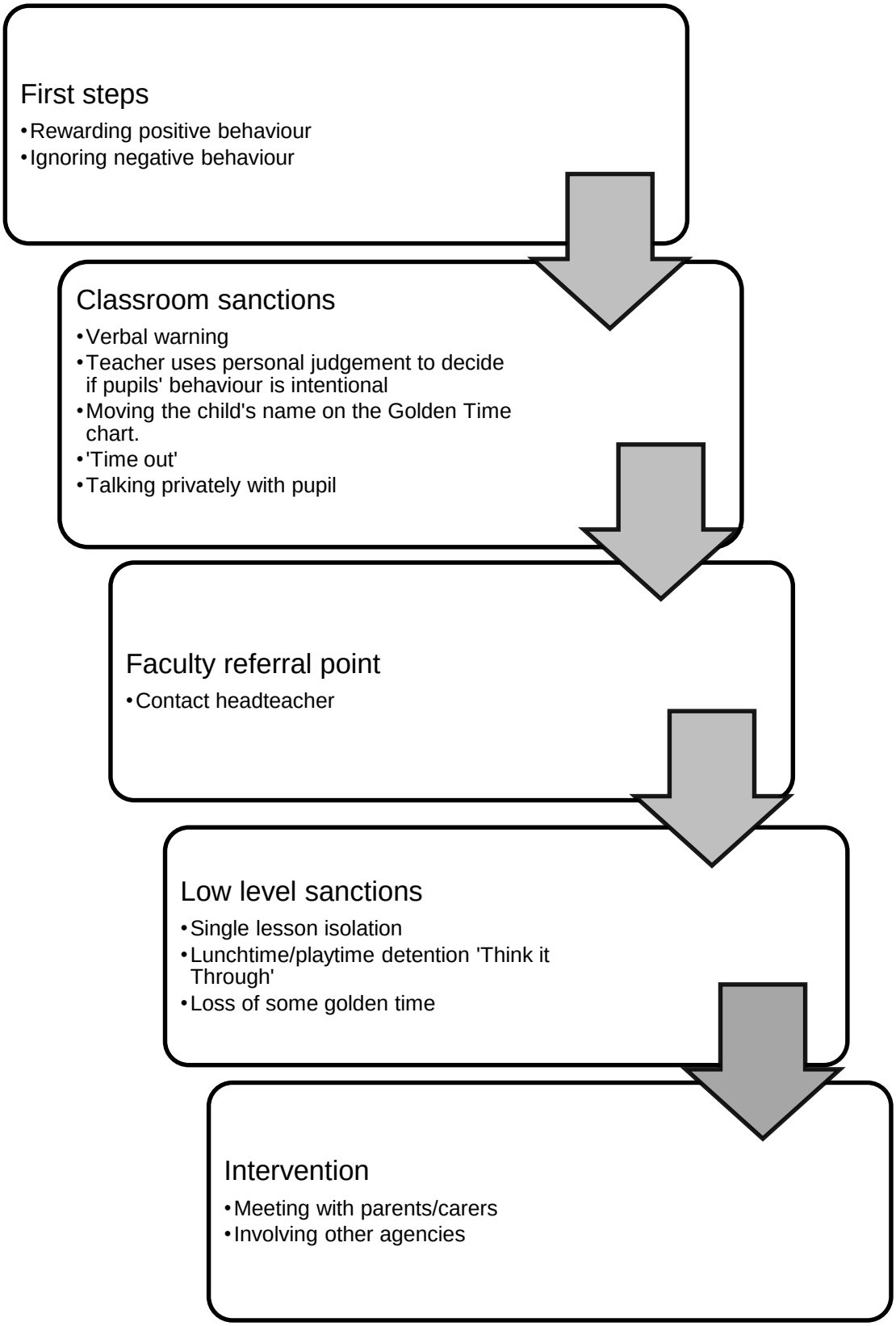
Finally

By positively promoting good behaviour together we hope to lay the foundations from which children will flourish into confident, caring, happy and responsible members of the school community. Safeguarding of children's physical and emotional well-being will be a priority of positive behaviour management.

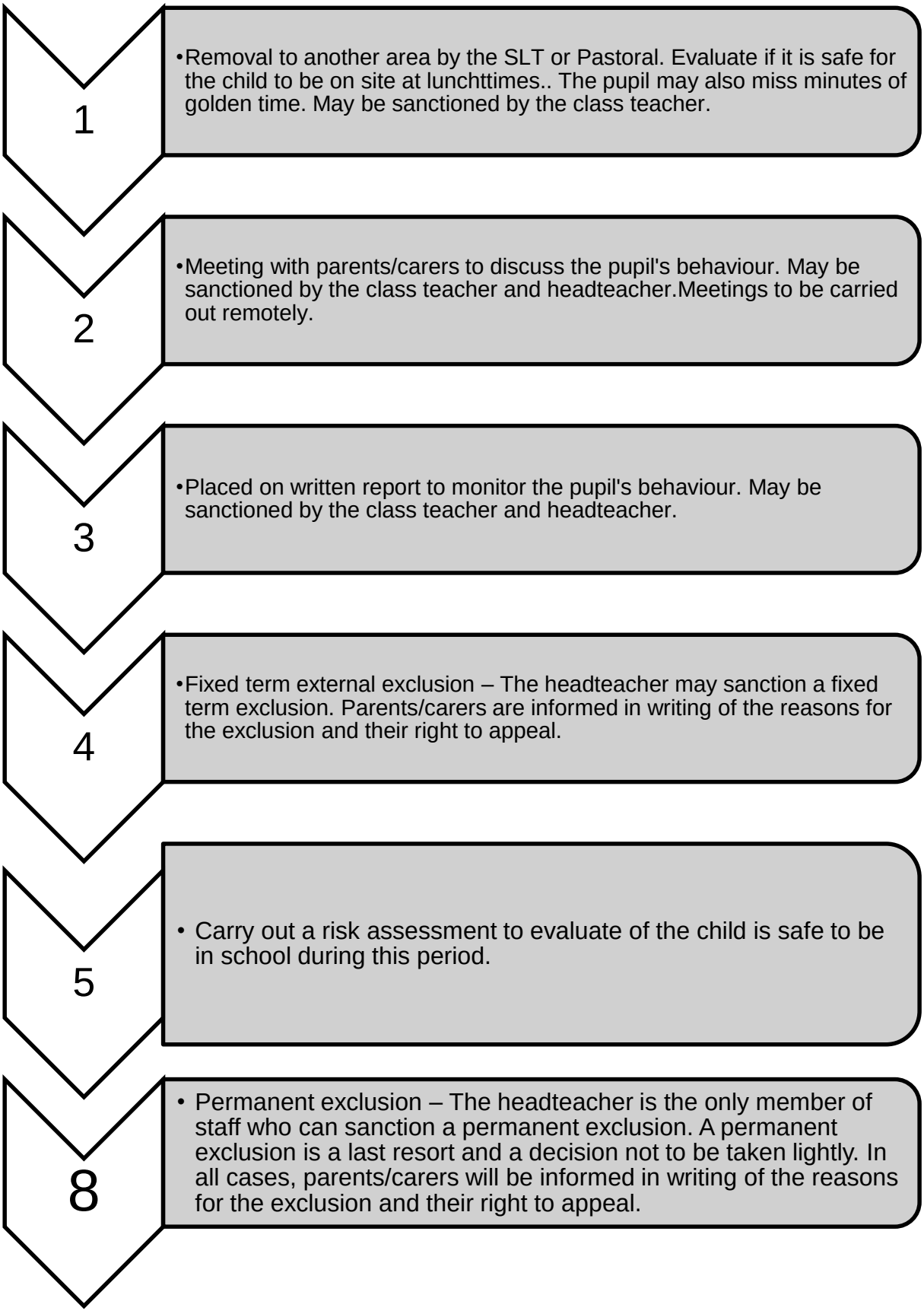
Monitoring and review

This policy will be reviewed by the **headteacher** and **governing body** every **two years** who will make any necessary changes and communicate this to all members of staff.

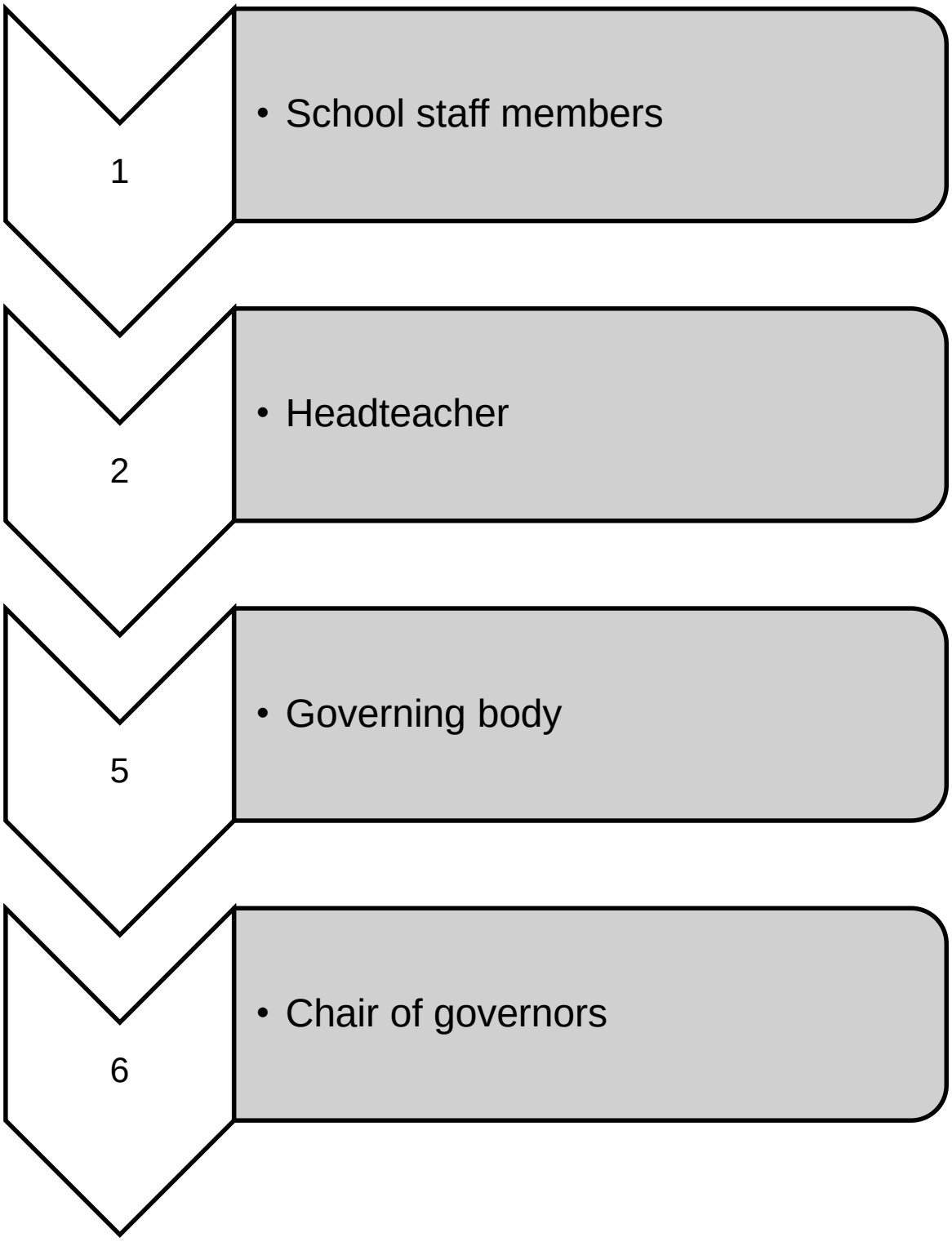
Appendix 1 – Managing in-class incidents flowchart



Appendix 2 – Agreed sanctions for serious and continuous unacceptable behaviour



Appendix 3 – Behavioural reporting structure


1
• School staff members
2
• Headteacher
5
• Governing body
6
• Chair of governors