



Policy: Positive Behaviour Policy

Author: Sarah Wilson (Principal)

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Approved By: Academy Council

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1 Aims and Expectations

1.1 It is a primary aim of our Academy that every member of the school community feels valued, respected and included, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The Academy Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the Positive Behaviour Policy is not a system to enforce rules; it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This Positive Behaviour Policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The Academy expects every member of the school community (staff, parents, children, Academy Council members and visitors) to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this Positive Behaviour Policy in a consistent way. There may be occasions where individual behaviour plans are required and these will replace the use of the consequences ladder.

1.5 This Positive Behaviour Policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The Academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This Positive Behaviour Policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 Academy Code of Conduct:

- Everyone has the right to feel **safe** in school
- Everyone has the right to feel **respected** in school

- Everyone has the **right** to be able to learn when they are in school

2 Rewards and Consequences (Some may not be appropriate due to COVID-19)

2.1 Rewards: We praise and reward children for good behaviour in a variety of ways:

- All adults praise children verbally.
- All staff award children ClassDojo points.
- Each week class staff nominate 2 children for a 'Star Pupil of the Week' certificate, which is shared in a weekly Achievement Assembly. Non class based staff are also welcome to award certificates.
- Each term teachers will nominate 2 children from their class (1 for excellent academic progress and 1 for being an outstanding role model) to receive an Academy Council Award.

The Academy acknowledges all the efforts and achievements of children, both in and out of school.

- Attendance certificates and rewards are given termly to children with 97% or higher attendance.
- At the end of the academic year, all children with 97% or higher attendance for the year are awarded with a certificate and badge. They also have their names put into a hat, and a winner is pulled from EYFS/KS1 and KS2 to receive an additional prize.
- The class with each week's highest attendance is acknowledged within our monthly newsletter.
- Pieces of work that teachers agree are particularly impressive (referred to as WOW work) are shared with the Principal for display on the 'Wow Work Wall'.
- Certificates for representing the school i.e. at sporting events are also awarded.
- Children are encouraged to share their out of school achievements with us so we can include them in our monthly newsletters.

2.2 Consequences: To promote a safe and positive learning environment, consequences are applied appropriately to each individual situation.

- The school sets its ground rules on consequences through the 'consequences ladder' which is displayed in classrooms and around the school (see Appendix). It is a clear visual aid for pupils to know what behaviours are not acceptable and what the result of those behaviours are.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in their own time i.e. break or lunch time.
- If a child is disruptive in class, the teacher gives a clear verbal reminder and warning of the consequence if they continue. If a child misbehaves repeatedly, we separate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. The teacher will contact the child's parents to inform them of their child's inappropriate behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, action is taken appropriate to the situation and age of the child. Staff will be expected to exercise their professional judgement on a case by case basis; they should, however, adhere to the school's 'consequences ladder' as a guide in all situations and any Positive Behaviour Management Plan (PBMP) or Pastoral Support Plan (PSP) which is in place.

- If a child repeatedly acts in a way that disrupts or upsets others ('yellow' band on the consequences ladder) then their behaviour will be identified and monitored on MyConcern by the Senior Leadership Team. A member of the Senior Leadership Team will contact the child's parent/s to discuss the child's behaviour with them. A copy of the 'consequences ladder' will also be sent home. We hope that parents will discuss the child's inappropriate behaviour with them to reinforce the school rules.
- Incidents that occur on the playground: the adult on supervision duty will inform the class teacher of the children involved. If a behaviour report is required, the supervising member of staff will complete a MyConcern form at the earliest possible opportunity.
- Breaches of the Positive Behaviour Policy could result in an internal exclusion, either for a part or full day/s.
- Persistent breaches of the Positive Behaviour Policy could result in suspension from school (for a fixed-period or permanently).
- A serious breach of the Positive Behaviour Policy could result in permanent exclusion.
- The behaviour of a child outside school can be considered grounds for an exclusion.

2.3 The class teacher discusses their own class rules (in accordance with our Academy Code of Conduct) and the 'consequences ladder' with their class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these with a small group or whole class if appropriate, using restorative practice.

2.4 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFE document "Use of reasonable force in schools" [DFE-002952013 (17th July 2013)]. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. Further detail is provided in the Eastern Multi Academy Trust 'Positive Management of Aggressive and Violent Behaviour Policy.'

2.5 The vast majority of children with SEND are treated as outlined above. In some circumstances, where part of a child's SEND is behaviour related, the class teacher will liaise with the Senior Leadership Team and any other outside agencies to adapt the 'consequences ladder' to best suit the needs of the individual. All staff working with such children should be familiar with any EHCP's, Positive Behaviour Management Plan (PBMP) or Pastoral Support Plan (PSP) or other plans.

3 The Role of all Academy Staff

3.1 All adults in our Academy have high expectations of the children in terms of behaviour, and they strive to promote good behaviour.

3.2 Staff adhere to the rewards and consequences procedures outlined above, logging behaviour incidents on MyConcern.

3.3 The class teacher should keep a record of any behaviour incidents and log on MyConcern, as well as passing serious behaviour incidents on to the Principal or an Assistant Principal.

3.4 The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The Role of the Principal

4.1 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Academy Council members, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children and adults in the school.

4.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

4.3 The Principal keeps records of all reported serious incidents of misbehaviour.

4.4 The Principal has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. If either of these actions are taken, the Chair of the Academy Council will be notified.

5 The Role of Parents

5.1 The Academy works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

5.2 We expect parents to support their child's learning, and to co-operate with the Academy, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the Academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the Academy has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The Role of Academy Council Members

6.1 The Academy Council has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Council members support the Principal in carrying out these guidelines.

6.2 The Principal and the Senior Leadership Team have the day-to-day authority to implement the school behaviour and discipline policy, but Academy Council members may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

7 Fixed-Period Suspension and Permanent Exclusion

7.1 Only the Principal (or the Acting Principal) has the power to exclude a pupil from school. The Principal may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this i.e. new/additional evidence is obtained. Likewise, the Principal can retract a fixed-term suspension or permanent exclusion if the circumstances warrant this i.e. new/additional evidence is obtained.

7.2 If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Council. The school informs the parents how to make any such appeal.

7.3 The Principal informs the LEA and the Academy Council about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

7.4 The Academy Council itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

7.5 The Academy Council will form a discipline committee to consider any exclusion appeals on behalf of the Governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the Academy Council members' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

8 Monitoring

8.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the Academy Council on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The Academy keeps records of incidents of misbehaviour. The Principal records those incidents where a child is sent to him/her on account of unacceptable behaviour in the form of a log on MyConcern.

8.3 A Positive Behaviour Management Plan (PBMP) or Pastoral Support Plan (PSP) is agreed for any child who is a behavioural concern.

8.4 The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.5 It is the responsibility of the Academy Council to monitor the rate of fixed-term suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

9.1 The Academy Council reviews this policy every year. The Academy Council members may, however, review the policy earlier than this, if the government introduces new regulations, or if the Academy Council receives recommendations on how the policy might be improved.

10 Links to other policies

This policy links to the Exclusion Policy, Safeguarding Policy and Anti-Bullying Policy.

Signed: Sarah Wilson (Principal)

Date: November 2021

Nelson Academy - Consequences Ladder

- Bullying
- Fighting
- Violent behavior - towards children or staff
- Racism
- Xenophobia
- Vandalism
- Stealing
- Threatening behavior
- Deliberately throwing objects or furniture
- Leaving the school property without permission
- Progression through the ladder

- Refusing to follow instructions
- Swearing
- Persistent rudeness
- Name calling
- 'Winding Up' others intentionally
- Deliberately physically hurting someone i.e. pushing/hitting/kicking
- Progression through the consequences ladder

- Not following the class rules/Academy Code of Conduct
- Not listening to and following instructions from an adult
- Being unkind

