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Craven Primary Academy

Behaviour Policy

Other academy related policies that support this policy are: SEN/ Inclusion policies/Attendance Policy/Anti Racism

Rationale: The academy classes behaviour and safety within the academy as outstanding; rigorous strategies have been devised so that behaviour in the academy is of an incredibly high standard that is consistent throughout the academy.

Date issued: September 2016

EAB approved: 26.9.16

Review date: September 2017

Behaviour Policy September 2015

Aims and expectations

Craven is an academy which has its foundations firmly rooted in the core values of respect, perseverance and challenge.

Our mission is to develop children who have active and creative minds, a sense of understanding and compassion for others, and the courage to act upon their beliefs.

We seek to create a challenging learning environment that incorporates high expectations, but caters for the unique learning needs of every child.

By teaching children to ask questions, make thoughtful decisions and solve problems, children are driven to become life-long learners and develop skills that prepare them for the demands of the modern world they will soon be changing for themselves.

This ethos is complemented by agreed classroom rules established by pupils and teachers.

Every member of staff at Craven Primary Academy is expected to contribute towards the above vision and take an active role in maintaining the high expectations of behaviour.

As an academy we aim will ensure:

- All children are treated fairly and equally.
- Children are listened to.
- Children will foster an understanding of right, wrong, choice and accountably.
- Children will grow in a safe and secure environment.
- Incidents of misbehaviour are dealt with in a swift and consistent manner.

Rewards and Sanctions

The academy employs a number of rewards and sanctions to ensure a safe and positive learning environment. We employ each sanction or reward, appropriately, to each individual situation.

Rewards

The academy operates a reward systems to promote and encourage positive behaviour in academy:

- Pupil Reward Points
- House points

Additionally reward sheets go home, when necessary, to parents at the end of the day stating the reason for receiving it and staff endeavour to promote positive behaviour through regular communication with parents/guardians, be it face to face, phone call or parent mail.

Pupil reward points:

Pupil reward points are allocated for deeds which exceed high expectations that are set within the academy. These are given by staff on a weekly basis and are used as tool to promote independence and responsibility amongst the children.

Points can be rewarded for:

- Taking on a designated job within the academy, which is completed during their break times. The children will then be paid a 'wage' in pupil reward points for completing their job each week.
- Continuing their learning outside of academy through the completion of homework or being a regular reader.
- Being the 'Star of the Week'
- Attending the academy every day of the week.
- Exceeding the high expectations of behaviour already in place within the academy.

Sanctions

On the occasions where behaviour does fall below expectations, the academy utilises the following approach.

Assertive Discipline steps (whole academy)

Staff at the academy follow a rewards and consequence policy in line with all other SPTA academies.

When recorded, behaviour can be recorded as a warning, C1, C2, C3 C3, C4, C5, C6,

Examples of typical behaviour can be found in APPENDIX B. (Rewards and Consequence system)

The above is a guideline for staff to which they then apply their professional judgement to suit the individual situation. **Further guidance for teachers is given in Appendix A**

Roles and responsibilities

It is the responsibility of all staff to enforce the behaviour policy.

All adults have a duty of care to the children in our academy and cannot abdicate responsibility for any child or behaviour observed that is not of a high standard. Children need to know that behaviour that is not of this standard will be challenged by every member of staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner. If necessary, staff will liaise with the Principal, Vice Principal, SLT, Education support Officer and Child Protection officer to discuss concerns regarding behaviour and involve parent/carer/external agencies if necessary.

Staff do their utmost to speak to parents as regularly as possible. The academy strives to ensure that parents are given the most up-to date progress of their child. Where behaviour falls below the expectations of the academy, staff do their utmost to make the parents aware of the situations and the sanctions involved. The academy also recognises the importance of informing parents when their child has exceeded the expectations of behaviour in the academy by speaking to parents or handed out reward slips.

The Education Support Officer will offer support for behaviour across the academy, including preventative measures. The majority of staff are trained using Team Teach de-escalation strategies and a rolling programme of training is planned for 2015.

The role of the Principal

It is the responsibility of the Principal to implement the academy behaviour policy consistently throughout the academy, and to report to governors, 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 in the academy.

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.

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

The Principal has the responsibility of giving fixed-term suspensions to alternative provision to individual children for serious acts of misbehaviour.

The academy has a no exclusion policy.

The role of parents

Parents will have access to the academy policy on rewards and sanctions which is available on the website or as a paper copy in the academy, and may be discussed at parents' meetings.

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

If the academy has to use reasonable sanctions, parents should support the actions of the academy. If parents have any concern about the way that their child has been treated, they should initially contact the Principal. If the concern remains, they should contact the academy governors through the correct channels. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the EAB

The EAB has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The EAB supports the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the academy behaviour and discipline policy, but the EAB may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

The academy does not tolerate bullying of any kind and implements 'no blame approach' to bullying. The lead behaviour and Principal monitor and deals with all complaints of bullying.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/99: Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

Academy visits and out of academy activities

Our main concern is for the safety of all of the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, Vice Principal or Principal. Parents will be informed (usually in writing) and, if appropriate, could be invited to accompany their child for whom they would take responsibility during the visit.

In the event that this could not be arranged, any such children will continue their education within academy for the duration of such a visit. See reference to the Learning outside of the classroom policy.

<p>No child will be excluded from any activity due to any physical or learning disability, economic reasons or religious reasons</p>

Incidents outside school

If an incident occurs either before or after school, involves our pupils and is reported to a member of staff then all necessary measures will be taken to deal with this in line with the behaviour policy. This will include notifying

the parents of any incidents and involving other agencies as appropriate. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises in the following circumstances.

When the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.

Or when their misbehaviour at any time:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

This includes any reported incidents occurring on-line which involve pupils at the academy. (see E- Safety Policy)

Restorative Practices

To respond to challenging behaviour	To help those harmed by others actions
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What have your thoughts been since?
Who has been affected by what you did?	How has this affected you and others?
What do you think you need to do to make things right?	What has been the hardest thing for you?
	What do you think needs to happen to make things right?

At the academy all staff, within their duty of care, work WITH people. Wherever possible, fair processes and responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework and supportive, pre-emptive and responsive positive handling if necessary as in the Positive Handling Policy for the safety of all.

Restorative practice is not just about the questions, it is about a process that is seen as fair; allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

Peer Mediation

The academy integrates a Peer Mediation 'support' system for pupils on a break and a lunch time. Children in year 6 are given roles as 'Peacemakers'. They are given training by the PSHCE co-ordinator on how to help other children solve problems that may arise on the playground. The aim of the 'Peacemakers' is to facilitate other children resolving their problems in a way that suits both sides. In the instances that the 'Peacemakers' can not do this, the issue is passed on, by the Peacemaker, to a member of staff on duty.

Searching pupils

Senior staff at the school are able to search pupils with consent for any prohibited items

Temporary Education

The academy works in collaboration with the cluster academies to improve behaviour at all levels. In extreme circumstances, where in the Principals judgement the child's behaviour would put staff or children at risk, a child can be sent to another academy to learn for a maximum period of two days. This is seen as a short impact method only to be used when students and/or staff would be placed at risk from the potential behaviour of the child the following day. This will not be considered as recurring practice and the effectiveness of its impact will be reviewed on each occasion.

Monitoring

Behaviour at all levels is monitored termly and a report compiled to measure the effectiveness of the current provision in the academy with regards to behaviour.

Minor Incidents are recorded by class teachers on behaviour sheets. Lunchtime supervisors complete an incident slip. Senior leaders keep a record of serious incidents and the actions taken. The SLT, Principal, VP and Lead Lunchtime Supervisor meet every week to discuss any incidents of serious behaviour.

The Administration staff keep a record of any pupil who is educated in alternative provision.

This is the responsibility of the EAB to monitor the rate of alternative provision, and to ensure that the academy policy is administered fairly and consistently.

Review

The EAB and staff review this policy yearly. The EAB may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Appendix A

GUIDANCE TO TEACHERS WHEN DEALING WITH A CHILD WITH BEHAVIOURAL PROBLEMS

Keep to clear, effective, consistent, agreed routines and question yourself first before deciding on action.

Even with the best policies, curriculum delivery and a positive ethos in place, behavioural problems still arise.

In a normal situation the following guidelines should be adhered to:

- If the child displays unacceptable behaviour their name/initials will be written on the board with a tick. If the behaviour/disruption continues another tick will be placed next to their name. This may be repeated up to three ticks.
In KS1 after 3 ticks have been given a pupil will miss their next playtime. They may need to be taken to another class.
Some pupils may need a 'cooling down' period of time
- After three ticks if there is still a problem the child is removed to the Phase Leaders classroom ensuring that they take their work with them. They return to their classroom after 10 minutes. Inappropriate behaviour should be recorded. This will provide the evidence necessary and may lead to the writing of an Individual Behaviour Plan.
- If the pupil continues to disrupt the lessons, the child will go in timeout for break on the following day. Any unfinished work will be completed at break or lunchtime. The appropriate senior leader should be informed and they will take action. This could include taking responsibility for the child themselves, referral to the Principal etc. A Pastoral Support Programme (PSP) may be required.
- A child may then be put on a behavioural plan where each lesson (or break) is evaluated or numbers of stamps in shorter time span where more appropriate. At the end of each day the teacher and parents sign the document until such time as the child's behaviour improves or they move onto a IBP or PSP. Parents must always be notified that a pupil is on report and a letter sent home by the Principal or Vice Principal

Additional guidance

In the extreme case of behaviour where the welfare, health and safety of pupils or staff are endangered the Principal, Vice Principal or a senior leader must be called immediately.

At no time must a teacher leave his/her class without making arrangements for emergency cover. This cover must be a teacher or TA.

For pupils who are regularly disrupting class sessions, parents should be informed as soon as a pattern is established. Before a class teacher makes this decision the advice of the phase leader must be sought.

APPENDIX B

	Reward
Following the school rules. Displaying positive learning behaviours	<ul style="list-style-type: none"> ○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the school rules, good attendance and punctuality and displaying positive learning behaviours. Pupils’ points are recorded electronically and the points gained can be swapped for prizes. ○ Celebration assembly- selected pupils’ work is celebrated in a weekly assembly ○ WOWs-pupils are given wow certificates for an instant reward. Parents are notified immediately by text when their child has done something good. ○ House Points are given for every day good deeds, such as holding doors and use of good manners. ○ Leading learner stars are given for children who display consistent high standards of behaviour throughout the term. ○ other rewards include positive verbal feedback, stickers, certificates and badges
	Possible Consequences
Warning Rule reminder	A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
C1 – Name on the board	The pupils’ name will be recorded on the board at this point. Remind pupil why they are now have their name on the board and ask them to choose to correct their behaviour.
C2 - Tick next to their name	A tick is placed next to their name. This is equivalent to 5 minutes time out.
C3 - Second tick next to their name.	Second tick by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Remind them that if there is another instance of poor behaviour they will be asked to leave the classroom. This is equivalent to 10 minutes time out.
C4 - Leave the classroom and join partner class.	At this point the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C5. A C4 will also result in the child missing all of their play time and a discussion with an SLT member regarding their behaviour.
C5 - Isolation	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction , swearing, hurting another child, threatening behaviour , destructive and/or unsafe behaviour. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a breaktime/ lunchtime detention. Unable to attend after school club.
C6 - Sent to a partner school	Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult, including threatened. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy.
From C4- Class teacher to record on incident log, class teacher to inform parent and member of SLT. Behaviour logs are to be collected in by office staff for collation on a half-termly basis.	
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>	

Academy specific

Sanctions to be put in place as appropriate:

Letter home to parents

Meeting with parents with a member of the SLT

Meeting with external agencies

Lessons in isolation away from the class, the pupil will earn back the right to go back into class.

In very extreme circumstances this could be in increments of 30 minutes per day.

Isolation /exclusion at lunchtimes

Behaviour contract

Behaviour management plan

Parent asked to come into school to support in class

Seclusion at partner academy

Part time timetable

Fixed term exclusion

Managed move to another school temporary or permanent.

Permanent exclusion