

'Enriching Learning, Enriching Life'

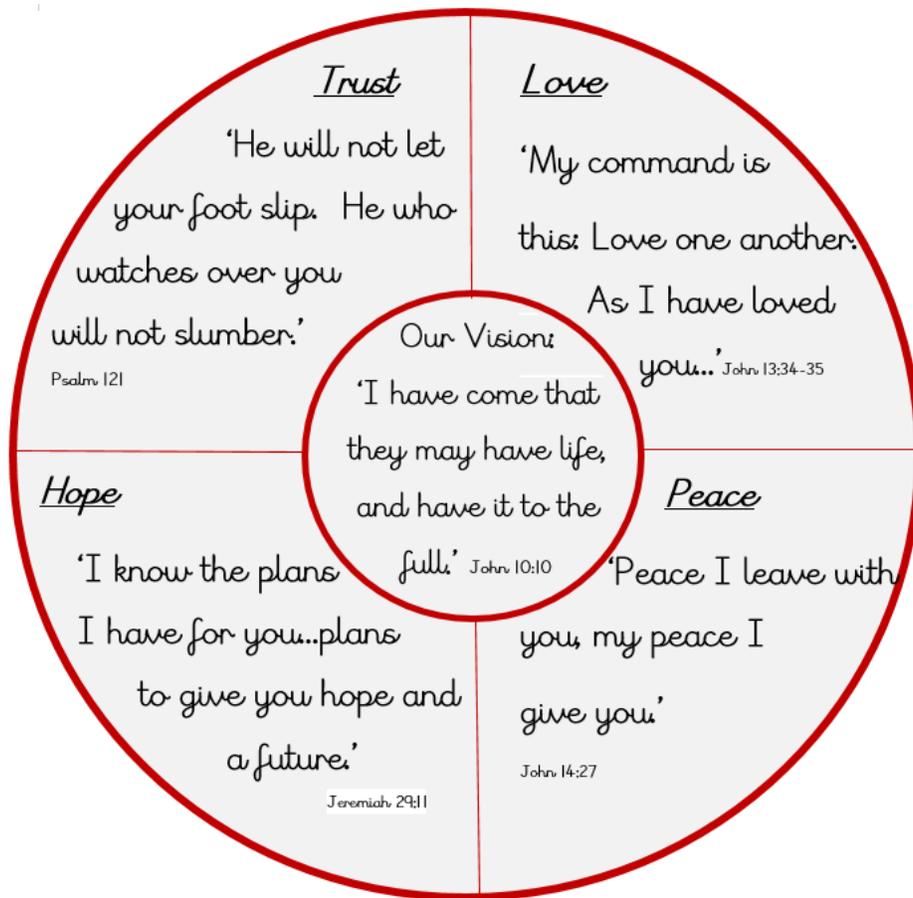
John 10:10 '...I have come that they may have life, and have it to the full.'

Positive Behaviour Policy 2019/2020

Vision

'I have come that they may have life, and have it to the full. John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



We have 4 Fellowship Groups, where the children come together to work on various activities and to worship. These groups are also used as part of our positive reward system around the Academy.

Value	Sign	Colour	Bible Quotation
Love	Cross	Red	'...love one another as I have loved you' John 13:34-35
Peace	Dove	Green	'Peace I leave you, my peace I give you' John 14:27
Hope	Candle	Yellow	'I know the plans I have for you...plans to give you hope and a future' Jeremiah 29:11
Trust	Fish	Blue	'He will not let your foot slip. He who watches over you will not slumber' Psalm 121:3

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen.

This Positive Behaviour Policy has been produced by the Academy community working together and it reflects the Christian values promoted in the Academy's mission statement.

This policy sets out the expectations of behaviour at Dawley C of E Primary Academy.

The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviour. These are the underlying principles we wish to nurture throughout the Academy:

- Enable effective teaching and learning
- Treat all members of the Academy community with consideration and respect
- Value others and be polite and friendly
- Work hard and try one's best
- Respect the Academy environment and other people's property
- Respect the culture and beliefs of others
- Promote self-esteem and emotional well-being

The Academy recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in Academy if they are worried and that they will receive a consistent supportive approach.

Role of the Pupil

At this age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy)

Pupils are expected to:

- Follow the Academy and classroom rules
- Accept responsibility and the consequences of their actions

- Listen to and respond appropriately to what adults say

Role of Staff

Adults in the Academy have an important responsibility to model high standards of behaviour.

Adults in Academy are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with other adults and outside agencies as appropriate.

It is the responsibility of all adults to implement the Academy's Positive Behaviour Policy **consistently** throughout the Academy.

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

Role of Parents

Parents are expected to:

- Support their child in adhering to the Academy rules and the expectations of good behaviour
- Ensure that their child fully understands the Academy rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

Role of Governors

The Governors of the Academy support the Principal and staff by:

- Promoting the Christian ethos of Dawley C of E Primary Academy where all are equally valued as members of the Academy community
- Creating an effective partnership between pupils, parent's staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the Academy community is safeguarded

Positive Behaviour Management

Positive behaviour management may be defined as the strategies the Academy employs to promote a well ordered, purposeful Academy community. These strategies underpin the Positive Behaviour Policy.

Guidelines

Children who make consistently good choices in class and around Academy are rewarded for their efforts. Teachers use methods of praise which work for them and their children. Some examples include.

- verbal praise
- approving signs/acknowledgements
- class rewards – e.g. time on the adventure playground
- sent to another teacher/Principal with work

At Dawley C of E Primary Academy not only do we do classroom praise but we have whole Academy rewards. These are:

- Dawley Mind Set and Fellowship certificates - Individual pupils who have demonstrated exceptional attributes of our Dawley Mind Set and core Fellowship values will be awarded a certificate at our Friday celebration Worship.
- Fellowship Points – As a child enters Academy they are assigned to a Fellowship group and colour. Every class has a Fellowship House Point chart. This is central to the House System. A child can receive a house point for various things.
- Fellowship table- Lunchtime on Friday children are chosen who have shown positive behaviour, manners and displayed our fellowship values and asked to sit at a special table during lunch time.

Staff will also give house points for good work, good behaviour, and personal achievements. The children put their house point ticket or stickers on their chart and add a point to their House tally.

Formulating class rules

At the start of the Academy year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These rules will be reinforced regularly by all Academy members through praise and rewards and through the use of sanctions, if necessary. These rules are displayed in each classroom and are reinforced regularly with the children.

Sanctions

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to Academy rules; or make other suitable reparation. However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning;
- deliberate rudeness;
- name calling;
- disregard for Academy rules and procedure;

See Appendix- Behaviour Ladder

Lunchtime Arrangements

Should a pupil behave inappropriately at playtime/lunchtime ie, not following instructions from an adult on duty, then sanctions such as Time-Out will be applied.

If behaviour is unacceptable at play/lunchtime, and this will include any form of physical contact that is deliberate and calculated to cause hurt or upset, or any form of verbal abuse, the designated Lunchtime supervisor on duty will discuss actions with the pupil and offer alternative choices. If the behaviour persists the Principal or a senior member of staff will meet with the child to discuss behaviour and options. Incidents will be recorded and these incidents tracked. The Lunchtime Supervisor dealing with the incident should write in the blue book and inform the class teacher at the end of the session if this is an extreme or repeated incident or the child is being monitored.

If a pupil behaves unacceptably on 3 occasions at lunchtime over any two week period parents will be contacted warning them that continued unacceptable behaviour may result in exclusion at lunchtime and inviting them to come and discuss ways of moving forward – this may involve the parent supervising their child at lunchtime play or may exclude that child from the premises at lunchtimes.

Severe Behaviour Incidents

In the event of any of the following, parents will be contacted immediately and requested to remove their child from the Academy premises:

- Actual physical violence towards any member of the Academy community.
- Taking themselves off of site
- Repeated verbal or physical abuse (bullying)
- Biting another child or adult
- deliberate offensive language (including, transphobic, homophobic or racial abuse);
- vandalism;
- theft;
- bullying;
- sexual harassment;

- drug related behaviour;
- carrying a weapon

This will be recorded as a fixed-term exclusion.

A meeting will be arranged with the parents to discuss further action and targets agreed for their child signed by all members.

On returning from fixed term exclusion, the child and parents will attend a reintegration meeting with the Principal to establish actions to avoid a recurrence. However the Principal may choose to use 'internal exclusion' for between 1-5 days where behaviour is deemed to relate to persistent, low level disobedience.

If the behaviour continues the Special Needs Code of Practice will be implemented and the pupil may move onto a modified timetable, the SEND register or go through the process of and EHCP, but not before all other avenues and processes have been thoroughly explored. Consideration will be given for referral to the **Educational Psychologist**. The **Behaviour Support Team** will be informed and a **CAF** completed if concerns deem it necessary to provide multi agency support.

The IBP will be monitored by the SENCO/Class Teacher/Principal in line with SEN code of practice.

Where the pupil is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion. Advise and support will be sought through Fair Access Panel and a Pastoral Support Plan (PSP) written.

If the child returns and continues with Severe Behaviour Incidents at this point the pupil is facing risk of permanent exclusion. However this is considered as the last resort.

8. Racist incidents

Dawley C of E Primary Academy takes a no tolerance view to racism (see our anti-racism policy). All incidents are recorded, reported and investigated according to the Academy's Racist Incidents Recording, Reporting and Investigating Procedures.

The Academy will record racist behaviour and the LA will be informed as part of our Racial Equality Policy.

9. Guidelines on intervening in fights/disputes

Through the implementation of this policy we expect fighting to be an extremely rare occurrence. Dawley C of E Primary Academy has a no play fighting rule to support these events occurring.

However if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Key personnel have been MAPA trained and should be called on for assistance.
- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight
- It is Academy policy to intervene and physically prevent a pupil from hurting him / herself or anyone else (see the Academy's Positive Handling policy)

- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story.
- We will always listen to children.

Leaving the Classroom or Academy Grounds

If a pupil runs out of a class we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the Academy building and possibly out of Academy grounds, unless this provokes the child to run further. If a child is no longer on the Academy's premises parents will be contacted. If they are not at home the police will be informed that a pupil has left Academy and is at risk. Sanitations for this will be decided by the principal depending upon circumstances

The power to discipline beyond the Academy gate

Disciplining beyond the Academy gate covers the Academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy. The governing body must be satisfied that the measures proposed by the Principal are lawful.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. Key members of staff to be called with MAPA training: Mr Andrews, Mrs Beechey or Mrs Watton. All physical intervention will be recorded.

Pastoral care for Academy staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Principal to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support Academy staff can expect to receive if they are accused of misusing their powers.

Dawley C of E Primary Academy Behaviour Ladder

'Enriching Learning, Enriching Life'

Positive Strategies	0	Children on task	0	Actions
<ul style="list-style-type: none"> • Verbal praise • Body language (smile, thumbs up etc.) • Whole class rewards • Showing good work to the Principal/Vice Principal • Lunchtime stickers • Golden time • Celebration assemblies • Stickers • Positive marking • Star person • Team/house points • Showing work to a partner class • Positive messages sent via Texting Service 	1	Low level disruption including: Fidgeting; time wasting; swinging on a chair; disturbing other's learning; calling out; walking around the classroom; not being on task; making rude noises; squabbling during group activities; defacing Academy books.	1	Follow Academy behaviour policy (three warning system). After third warning child to be sent to 'partner' class; behaviour to be logged in class book.
	2	<ul style="list-style-type: none"> • Continuous low level disruption • Answering back • Lack of respect 	2	
	3	<ul style="list-style-type: none"> • Refusal to comply (ignoring adults) • Swearing at another person • Spitting at another person • Fighting • Bullying (name calling, threatening, deliberate exclusion) 	3	<p style="text-align: center;">All level 3 and 4 behaviour must be recorded on individual behaviour log</p> <p>Report to P/VP if necessary.</p> <p>Parent to be contacted – initial meeting with CT with discussion regarding behaviour.</p> <p>Any discussions with parents to be logged on CC forms</p> <p>Persistent displays of level 3 requires contact with parents and discussion of next steps in ladder – meeting with CT and P/VP</p>
	4	<ul style="list-style-type: none"> • Deliberate vandalism • Biting • Racism • Premeditated violence • Stealing • Bullying (picking on weaknesses, physical violence) 	4	



Serious Incident Report



Child's name:

Date:

Year Group:

Name of adult:

Incident:

Child's signature to show agreement: _____

Targets

1 star _____

2 star _____

3 star _____

Wish: _____

Adult with the child signature: _____

Principal's signature: _____

Parent/career's signature: _____

The use of reasonable force document.

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, force can be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of Academy staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the Academy. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In an Academy, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Academies can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts an Academy event or a Academy trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Academies cannot: use force as a punishment – **it is always unlawful to use force as a punishment.**

Using force

A panel of experts³ identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they are able to support staff across the Academy. A senior member of staff will always support other staff across the Academy.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Academies should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The Academy must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the Academy should ensure that the teacher has access to a named contact who can provide support.

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, Academies and local authorities have a duty of care towards their employees. It is important that Academies provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the Academy;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - f. To give first aid.



Reasonable Force Record



Child's name:

Date:

Year Group:

Name of adult1:

Name of adult2:

Reason for the reasonable force

Details of incident

Other agencies involved – please list with name, title and contact details

Parent contacted:

Date:

Time:

Meeting with parent and child minutes including sanctions / next steps

Parent/career's signature: _____

Principals signature: _____

Date: _____