



# **Behaviour and Discipline Policy**

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**Newbury Academy Trust**

September 2017

## Behaviour and Discipline Policy

### 1. Introduction

- 1.1 "Academy", "Academy Trust" all refer to Newbury Academy Trust, Love Lane, Newbury, Berkshire, RG14 2DU. School refers to one of the three schools within the Newbury Academy Trust, Trinity School, Love Lane, Newbury, Berkshire, RG14 2DU; Fir Tree School, Fir Tree Lane, Newbury, Berkshire, RG14 2RA; Speenhamland School, Pelican Lane, Newbury, Berkshire, RG14 1NU.
- 1.2 The term Governor refers to both Full Governing Body Trustees and Local Governing Body Governors.

### 2. Principles

- 2.1 The Governors and staff of the Newbury Academy Trust (NAT) are committed to this policy for safeguarding the welfare of all children and young people, by taking all reasonable steps to protect them from physical, sexual, or emotional abuse or neglect.
- 2.2 This policy reflects and directs the practice within our schools. The finer details of procedures can be found in the staff handbook and prospectus. Each school has its own systems as outlined in the Appendices.
- 2.3 Positive behaviour is essential for effective learning, good relationships and a caring, orderly school community. It helps generate a feeling of worth and respect for ourselves and each other, and encourages pride in being a member of the school. Positive behaviour shows consideration and respect for other people, their feelings, rights and their property - it is demonstrated through pupils' and students' understanding what is expected of them. All staff and Governors are responsible for the implementation of this policy with all pupils and students in the school.
- 2.4 High expectations should be made of all pupils and students, meeting their educational, social and behavioural needs through an appropriate curriculum and individual support. Identifying underachievement, early targeted intervention and assessment for learning will create a positive behavioural climate and assist in enabling them to: be healthy, stay safe, enjoy and achieve in their learning, make a positive contribution, achieve economic wellbeing. All staff will follow the clear guidance from generic job descriptions in the staff handbook, to include: promoting respect; upholding the behavioural systems of the school; using referral systems appropriately; rewarding positive action and competition and using the school provision in full.

### 3. Aims

3.1 Pupils and students are expected to behave with courtesy and respect towards others: this is explicit in our Code of Conduct which outlines what we expect of all within the Newbury Academy Trust.

3.2 Pupils and students within our school community will:

- Have high expectations of themselves and others and take responsibility for their actions.
- Take charge of their learning and complete all class work and homework to the highest possible standards.
- Always attend school, be on time and be ready to learn.
- Be fully equipped and ready to learn everyday
- Wear their uniform with pride.
- Take care of the whole school environment.
- Be respectful to all members of our school community.
- Be ambassadors for our school in the wider community and when representing the school in external events.

<b>Authorised by</b>	By Resolution of the Board of Trustees
<b>Date</b>	11 <sup>th</sup> October 2017
<b>Effective Date of the Policy</b>	12 <sup>th</sup> October 2017
<b>Effective Date for Review</b>	11 <sup>th</sup> October 2019

## **Appendix 1 – Behaviour Procedures and Systems at Trinity**

The emphasis placed on the role of our pastoral organisation has resulted in many behavioural problems being avoided. Low level disruption will not be tolerated.

Nevertheless, when behaviour goes beyond the accepted bounds of convention, the school will impose sanctions. Sanctions may range from verbal warnings to extra work being set and detentions given. Detentions can be given for poor behaviour, lack of homework or effort in a particular subject area or by a tutor. Detentions can be given for break, lunchtime or after school and can be instantaneous on the day. Such detentions can be issued without firstly informing parents in line with the 'no notice' detentions set out in the Education Act 2011. HOCAs will obviously support colleagues with ensuring students attend detentions.

Students are sometimes placed 'on report', so that their daily work may be closely monitored. In extreme cases, a student may be excluded. Exclusions follow the LA guidelines, used by all schools. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. (See Exclusions Policy).

Every school will have occurrences of disagreements and difficulties between students and each incident needs prompt dealing with and resolving in an appropriate manner.

It is important that all students receive the message that if they feel badly treated they must tell someone. The staff handbook and FROG details the various means by which the message is delivered. There is an email facility for students to flag any concerns they may have about bullying or the way they have been treated by someone in school.

Both staff and students need to be clear about distinguishing between a short term rift or disagreement and bullying. Isolated and temporary incidents need quick and decisive intervention. Bullying is different and needs to be dealt with differently. Clear and detailed guidance on these types of behaviour and available sanctions are given in the staff handbook. When a student tells a teacher that they are being bullied, it is vital to take the time to listen or refer the student as soon as possible to their tutor who may refer them to their Head of House or a member of Senior Team. Incidences of identified bullying and racist incidents must also be recorded by the Pastoral Leaders and the Senior Team member notified of any such record. (see Anti Bullying Policy).

The school has ensured that the appropriate staff have undertaken The Team Teach training for when restraining a pupil is necessary. Team Teach encourages staff to appreciate the influence they can have on the feeling, thinking and behaviour of the students they work with. The Team Teach Approach is committed to 'positive handling'. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It involves personal

behaviour, diversion, de-fusion and de-escalation. In the minority of situations where physical restraint may form part of a positive response this does not mean that it is an alternative to all the other strategies.

Staff have the power to search students belongings for articles that are deemed inappropriate by the school in line with the Education Act 2011.

## **Appendix 2 – Behaviour procedures and systems at Fir Tree**

### **1.0 Fir Tree Primary School Principles of Behaviour**

#### **1.1 12 Core Principles to enable pupils the 'Freedom to Flourish'**

1. Every pupil has the right to learn but no pupil has the right to disrupt.
2. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
3. The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
4. There is a whole school approach to discipline with a clearly defined code of conduct.
5. It is expected that all adults (staff and volunteers) will set excellent examples to the pupils in all their work.
6. We will seek to give every pupil a sense of personal responsibility for his/her own actions.
7. We implement effective communication systems to identify incidents and patterns of behaviour.
8. Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working towards an active partnership to promote good behaviour.
9. We strive to provide support for individuals where problems are developing. We will seek advice and support from appropriate outside agencies.
10. Strategies may be recorded in an Individual Behaviour Plan and an individual timetable may be used for short or longer term solutions.
11. Physical assault, bad language with intent, racism, bullying, extreme defiance, theft and vandalism towards school property are all unacceptable behaviour and will result in a serious sanction.
12. As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.

### **2.0 Positive Behaviour Management**

#### **2.1 The Golden Goals**

All pupils are expected to behave appropriately with respect for themselves, others and the school environment. Based on the principle that everyone has the right to learn and a responsibility to allow others that right we have introduced 3 simple Golden Goals which allow everyone the 'Freedom to Flourish'.

1. We are ready to **LEARN**
2. We are **SAFE**
3. We **RESPECT** everybody and everything.

These goals will effectively become a mantra used by all adults when dealing with unwanted behaviour so that the pupils at Fir Tree become familiar with these words. They will form the basis of all classroom behaviour charters. As pupils move up the school they will be explored in more detail so that all pupils work to understand that at Fir Tree we are kind and gentle, look after property, work hard and follow instructions, listen to others, are honest, all share and work as a team and are helpful and polite. They will be revisited regularly at school level, class level and with individuals. The pupils agree to abide by goals and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently by everyone.

### **3.0 Rewarding Procedures:**

Rewards can be given to individual pupils, small groups, classes, year groups or Houses as appropriate and can be issued by Class Teachers, TAs, Support staff, Peripatetic teachers, Senior Leadership Team and Midday Supervisors. Rewards in EYFS, KS1 and KS2, whilst may be slightly different in nature, are all based on positive responses and may be in the form of:

- 1. Verbal praise and encouragement**
- 2. Written praise and encouragement through the marking of pupils's work**
- 3. Sharing achievements with the pupil's class**
- 4. Names displayed in class**
5. Reward charts and stickers
- 6. Dojo Points**
- 7. Visit to the Headteacher for name to enter the Golden Book**
8. Class Rewards
- 9. Golden Time**
10. Positive behaviour shared with parents via end of day meetings, phone calls or notes home
11. Sending copies of excellent work home to a parent
- 12. Friday Celebration Assembly (GROW Awards and Dojo Certificates)**

The ones in bold are our core expectations when it comes to rewarding pupils and should be used by everyone.

### **3.1 Achievement and Reward through the House System**

There are four Houses at Fir Tree; Berkeley, Donnington, Highclere and Windsor. All pupils from EYFS to Year 6 are placed in a House as are all staff. Rewards are integral to the House System. Dojo points are calculated at the end of each week and House success is announced in Friday Celebration Assembly. Additionally, each year there are competitions and activities for pupils to gain Dojo points for their House. There is a termly House winner and an overall House winner at the end of the year.

There will be a House Reward at the end of every term.

### **3.2 Dojo Points**

Dojo points are awarded to pupils for a number of reasons that range from excellence in classwork to perseverance when they are finding it challenging; from kindness to others to participating fully in activities. Pupils achieve bronze, silver and gold certificates for reaching key milestones in their Dojo totals. These milestones vary between EYFS and KS1 and KS2 but the principle is the same.

Dojo points are awarded through the form of 'Skills' on each Class Page. All classes will have a 'Skill' for each of the three Golden Goals. They can then add additional 'Skills' relevant to the needs and targets of their class. These may change throughout the year. They should not exceed 10 skill options at any one time.

All skills are to be worth 1 Dojo point. However, each week a class may choose a skill that is a specific target for their class and that can be worth 2 Dojo points as a further incentive for pupils to make the right choice.

Dojo points will be collected at the end of each week to feed into the House total. The total is then re-set on the Class page on Monday morning. This is to enable different pupils to be the 'winners' each week. Class teachers will periodically use individual totals as an incentive or as part of target setting to support greater engagement by all.

### **3.3 Golden Time**

Golden Time is an opportunity for a class reward at the end of each week. It is something that the pupils have to earn throughout the week. They can do this by:

- Meeting the class targets set by the class teacher
- Completing a piece of outstanding work
- Demonstrating outstanding effort and resilience
- Reflecting the Golden Rules consistently in their actions.

The reward will be agreed within the class and will last for 30 mins, taking place on a Friday afternoon.

If a class wish to do something that might take longer (for example they wish to work towards a picnic, or wish to work to earn a topic related film), the class would work for that over the course of two weeks (or more), effectively 'banking' their Golden Time. This is always at the discretion of the Headteacher.

Any pupil who fails to meet the class targets or whose behaviour during the week has warranted intervention may miss out on Golden Time. Each case will be decided following a discussion with the Assistant Headteacher Pastoral. The Headteacher will be consulted if necessary. NB at Fir Tree Primary School we do not believe in punishing pupils twice for an incident. If loss of Golden Time is going to be



part of a sanction it should be explained to that pupil when discussing consequences.

Pupils may be given the opportunity to earn their Golden Time back if there is enough time left in the week and if it is appropriate.

Pupils missing Golden Time will spend it with the Headteacher completing an appropriate task provided by the class teacher.

### **3.4 GROW Awards**

GROW stands for Goals, Resilience, Outstanding and Wonder. Each classroom will have a GROW noticeboard. The ethos of GROW, alongside the Golden Goals underpins our school motto 'Freedom to Flourish'.

Each class will issue at least 1 certificate for each of the four GROW elements weekly in the Celebration Assembly.

For more details see the GROW Charter at the end of this document.

### **3.5 Golden Book**

The Headteacher holds the Golden Book. Any pupil who does some exceptional work, or demonstrates exceptional behaviour, can be sent to the Headteacher to share and celebrate this achievement.

This will be shared with the whole school in Friday's Celebration Assembly.

### **3.6 Superstar Board**



NEW ADDITION – Superstar Board. As explained, the behaviour management emphasis at Fir Tree Primary School, is on positive, good behaviour. Where a pupil demonstrates this at the highest possible level, OR, if a pupil goes above and beyond in any activity, they can be moved to the 'Superstar' board. It would be expected that the pupil will have received Dojo points and they may be considered for either the Headteacher's Golden Book or a GROW Award.

## **4. Sanctions**

**4.1** As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent manner. We also acknowledge that the response will depend on the severity of the incident and the circumstances of the pupil. It is important that communication is timely and ongoing with parents as a key element of the process of long term behaviour change.

### **4.2 Traffic Light System**

A key element of behaviour management is the traffic light system which is clearly visible in all classes. It should be used in conjunction with the Behaviour Intervention Processes outlined below.



Superstars (as explained above)



All pupils begin the day on Green. If a pupil demonstrates unacceptable behaviour a warning is given and, if the behaviour is not corrected, moved to amber. If the pupil settles and works/plays quietly, follow up with warmth and explicit praise. If not, then move to Amber/Yellow:



Explanation is given as to why the pupil has moved to an Amber/Yellow and if behaviour continues they could be moved away from their peers. This will be followed up with a loss of part of playtime and a restorative conversation. If the pupil settles and works/plays quietly, follow up with warm and explicit praise. They should be encouraged and given the opportunity to earn their way back up to Green. If not, then move to Red:



Implement the consequence calmly and without fuss – this is what the pupil has chosen to happen and they have had a clear warning. Red will result in the loss of part or a whole playtime or given time to reflect. However, depending on the severity of the incident, the pupil should have the opportunity be encouraged and given the opportunity to earn their way back up to Amber/Yellow and even Green.

**Professional judgement is needed here by the Class Teacher:**

- a. If the pupil is moved to Red and it is a 'one off' or unusual, the pupil is simply having a 'bad day', then discretion is needed as to whether the incident needs mentioning to parents at the end of the day at 'pick-up' time, or by phone call if the pupil walks home or is collected by someone else.
- b. If the incident is a 'one off' but is one of the 7 unacceptable behaviours listed under No 11 of the Principles of Behaviour, then a log on CPOMS needs to be completed by then end of the day where possible, and parents must be informed.
- c. If the incident is repeated behaviour, then all of the usual actions listed in 'b' are needed but the concerns should be raised with the Assistant Headteacher Pastoral to explore whether other interventions are appropriate.

**5.0 Responding and Dealing with Incidents of poor behaviour.**

**IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE PUPIL KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE PUPIL.**

Adults should use the language of 'choice' when responding to incidents of unwanted behaviour.

**5.1 Stages of Intervention**

In responding to incidents of poor behaviour five stages of intervention will be used. Each stage must be logged and dated using CPOMs and Incident Forms. There is no fixed time limit as to how quickly a pupil may move through each stage. Each pupil and each incident will be discussed and responded to on a case by case basis.

**The first adult referred to in each stage is who should be called on first in any incident if possible. All incidents should be logged using CPOMS, along with details of all meetings and discussions.**

**Stage 1**

- The class teacher supports the pupil and encourages them to develop strategies which will assist them to resolve their own difficulties.
- The pupil should have been moved to Red on the Traffic Light system.
- The pupil may lose part or all of break or lunch time and/or will have some reflection time.
- If there is no improvement assistance should be sought from another adult in school.
- If there is still no improvement the pupil should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

**Stage 2**

- Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and pupil that the matter will be referred to the Assistant Headteacher Pastoral, stating the reasons why.

**Stage 3 (for the majority of Pupils)**

- Discussions between Assistant Headteacher Pastoral, class teacher and parents, involving the pupil as appropriate, to try to resolve the problem. Inclusion of the SENDCo may be used if it is believed a referral to additional interventions including ELSA, Ed Psych etc, is required. An Individual Behaviour Plan may be written if appropriate.
- A pupil may be placed on protective play by this point. In exceptional circumstances where a pupil is putting themselves or others at risk, a risk assessment will be put in place to ensure safety is maintained.
- Internal isolation may be used for persistent poor behaviour.

- If there is no improvement, the Assistant Headteacher Pastoral should inform the parents and pupil that the matter will be referred to the Deputy Headteacher or Headteacher stating the reasons why.

#### **Stage 4**

- Discussions between the Deputy Headteacher or Headteacher and parents involving the pupil as appropriate. The Class Teacher, Assistant Headteacher Pastoral or SENDCo to be included as necessary. Involvement of appropriate external agencies may also be considered if not already involved.
- A contract may be agreed between school, parents and pupil e.g. a reduced timetable.
- Internal Isolation may be used.
- External exclusion may be used.
- A managed move to another school may be considered.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

#### **Stage 5**

- If all of the above 4 stages have failed to improve persistent challenging behaviour a permanent exclusion may be given. In extreme cases of violence an immediate permanent exclusion may be given by the Head teacher (without need for previous stages of intervention).

**(For more information on exclusions, please refer to NAT Exclusion Policy)**

### **5.6 Internal Isolation and Exclusions**

The school may choose to internally isolate a pupil either at Fir Tree or in another Newbury Academy Trust (NAT) school. During this time a pupil will complete their work on their own or with TA support as needed. **Class teachers have the responsibility to prepare enough work for planned or extended periods of Internal Isolation.**

In extreme cases, a pupil may be excluded externally. The schools follow Local Authority (LA) guidelines used by all schools. The school works closely with external agencies to illicit support for pupils in this situation.

### **6. Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

The Headteacher and school staff who have undertaken 'TeamTeach' training may use such force as is reasonable to restrain a pupil given the circumstances.

***Please Note: Parental consent is not required to restrain a pupil.***

### **Appendix 3 – Behaviour procedures and systems at Speenhamland**

At Speenhamland we recognise and reward positive behaviour in class and around school.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in relaxed and secure atmosphere. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

#### **Promoting positive behaviour:**

- The importance of the whole school community showing a caring attitude and respect towards each other so that pupils may learn by example set.
- A stimulating, challenging learning environment
- Recognition of the needs of each pupil as an individual with appropriate learning programmes and good classroom organisation
- Active encouragement of parental involvement and support in education
- The nurturing of achievement and self-esteem
- A commitment towards equal opportunities
- Encouragement of good work habits e.g. collaboration, concentration, positive perseverance and self-discipline
- Positive behaviour rewarded with whole class rewards
- Top table Lunch, once a term

#### **Procedures**

Our rewards are based on positive responses and may be in the form of:

- Verbal praise and encouragement
- Written praise and encouragement through comments and remarks made in children's work.
- Sharing of achievements within the child's class
- Reward stickers and certificates
- Golden time
- Positive behaviour shared with parents via a phone call or meeting
- Dragon's Eggs and Golden Dragon's Eggs
- Work is sometimes copied and sent home to parents

#### **The House System**

At Speenhamland we have a House System. There are four Houses, Azul, Verde, Laal and Zolty. All children from EYFS to Year 6 and staff are placed in a House. Rewards are integral to the House system; each year there are competitions and activities for children to gain Dragon's Eggs for their House. There is a termly House winner and an overall House winner at the end of the Year. The prize is the Prestigious House Trophy.

## **Dragon's Eggs/Golden Dragon Eggs**

Dragon's Eggs are given out for good pieces of work, effort and good behaviour and are celebrated in our Friday Assembly. Golden Dragon Eggs are awarded for whole class excellence.

### **Managing Low level Behaviour around the school:**

In the first instance positive behaviour is always celebrated. If a child's behaviour impacts on one of the rights of another child, it is necessary to take actions starting with the following:

#### **Steps for Classroom/Playground Behaviour**



All children begin the week on a green smiley face. If a child demonstrates unacceptable behaviour a warning is given and if the behaviour is not corrected move to yellow. If the child settles and works/plays quietly, follow up with warmth and explicit praise. If not, move to:



Explanation is given as to why the child has moved to a yellow face and if behaviour continues they could be moved away from their peers. If the child settles and works/plays quietly, follow up with warm and explicit praise. If not, move to:



Implement the consequence calmly and without fuss – this is what the child has chosen to happen and they have had a clear warning. The red face will result in the loss of Golden Time. EYFS and Infant children can work their way back from a red face, however if they reach it twice they will lose their golden time.

#### **Red Club**

The loss of a child's golden time will result in the child attending red club (during golden time) and run by the DHT. The child explains why they are attending and are encouraged to consider how they need to alter their behaviour in order to achieve golden time the following week. Should the child attend red club twice in one short term a letter is sent home explaining to the parents and encouraging them to support their child with the expected behaviour at school. Should there be third visit to red club in a short term a meeting with the parents is requested by the Head Teacher.

#### **Next Step:**

**Step 4:** If the child, after being moved to a red face, still refuses to comply with the teacher's request they are then sent to a member of the senior team. The member of SLT will take the necessary action and this will result in the child missing Golden Time that week. If a more serious action occurs this may result in fixed-term exclusion.

**Exclusions may be given for:**

- Defiance of a senior member of staff
- Physical aggression to any member of the school community
- Bullying

**Management of Severe Behaviour Incidents:**

- Swearing with intent
- Physical aggressive contact
- Racist remarks
- Deliberate damage of School property

These should be referred straight to a member of the SLT and will result in the child missing Golden Time.

**Completing the Incident Report Form:**

An incident report form should be completed at **step 4** to show what action has already been taken to manage behaviour. This form should be passed to the DHT, as quickly as possible, who will take the necessary action and track behaviour trends.