



THOMAS WHITEHEAD CE ACADEMY
Positive Behaviour Policy

Policy: Positive Behaviour	Issue Date: September 2018 Updated: September 2019	Page: 1 of 11
Reviewed on Date: Review Date September 2018 Review Date November 2018 Review Date 2019	Related Policies and Guidance: <ul style="list-style-type: none"> • Anti Bullying Policy • Anti Racism Policy • Special Needs Policy • Attendance Policy • Exclusion Policy • Use of Reasonable Force Advice • Home School Agreement 	
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This is a Church of England Academy and in common with all church schools, aims to provide the best possible education for each of its pupils within the context of a caring, Christian community. As a Values school, we are committed to reflecting the essence of Christian Values within this policy.

The provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct. Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. Relationships among learners and staff reflect a positive and respectful culture.

The education inspection framework May 2019

Introduction

Our policy is based on our Christian Values and the belief that:

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 policy sets out the expectations of behaviour at Thomas Whitehead CE Academy. The 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.



Promoting “Positive Behaviour” provides the springboard for children to maximise their learning potential and to find purpose and enjoyment at school, by creating a community where we love and care for each other before ourselves, expressing in our relationships the Christian command to ‘love your neighbour as yourself, and growing in the knowledge and love of God and his creation.’

Aims

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:

- For children and staff to live our Christian Values
- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect
- For staff to have a high standard of pupil expectation in all aspects of work
- For staff to try to raise the levels of pupils’ self-esteem.
- To provide a broad, balanced and differentiated curriculum
- To provide a varied range of teaching and learning styles to suit the needs of pupils
- To provide an attractive learning environment and quality resources
- To track pupil progress, set challenges though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child
- To consistently and fairly implement reward and sanctions systems
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour

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 the academy if they are worried and that they will receive a consistent supportive approach.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)



[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Our purpose is:-

- To maintain levels of good behaviour
- To provide a consistent approach in rewarding good behaviour
- To provide a consistent approach in responding to unacceptable behaviour
- To ensure that behaviour does not inhibit learning or impede potential
- To respect the school environment and other peoples' property
- To respect the culture and beliefs of others
- To promote self-esteem and emotional wellbeing

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 the 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 The Assistant Headteacher for Behaviour, Special Education Needs Coordinator and outside agencies as appropriate

It is the responsibility of all adults to implement the academy 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.



It is the responsibility of the Headteacher to report upon the effectiveness of the Positive Behaviour Policy as requested.

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
- ✚ Support the teacher by showing courtesy and respect at all times

The DSAMAT HUB Board

The HUB board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing and approving this behaviour for learning policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Classroom Organisation and Management

Positive behaviour management relies on the prevention of difficulties. This provides maximum opportunities for encouragement, praise and reward.

Key areas to consider are for example:-

- Whole school implementation of Classroom Dojo
- Promote growth mind-set
- Implementation of PSHE lessons
- Pupil voice – providing children with an opportunity to share views
- Weekly celebration award with 'Challenge Champion'
- Use of displays – stimulating, interactive and aids learning
- Materials and resources are easily accessible
- Time management and the need to prioritise
- Consistent use of routines
- High expectation and mutual respect
- Grouping of children
- Punctuality
- Pace and flow
- Relationships and rapport – voice, time, body language

Rules

Children need security. This can be provided through consistency of rules. The following academy rules have been agreed to fit with the academy values. These are displayed around the academy and are known as our Golden Words/Code of Conduct. These will be regularly discussed.



Academy rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

It is essential that parents and teachers work together through discussion and action on any problems which develop.

Our Code of Conduct/Golden Words

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised in all classes.

- **Ready**
- **Respect**
- **Safe**

At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively. These will be displayed in classrooms and regularly referred to.

Routines

It is through routines that we teach children to develop self - discipline and become independent learners. Routines help a class/academy to run smoothly and are essential to good classroom management.

Key points to consider are:-

- the start and end of each day
- how children enter and leave a space
- signal used by a teacher to gain attention
- break and lunchtimes
- gaining access to resources
- appropriate noise levels at different working times
- implementing C3B4ME idea in all classrooms

Rewards

Thomas Whitehead has adopted a whole school approach to promote positive behaviour using the Dojo reward system. This interactive method is available for all staff members to access and is linked to parent's so that they can gain admission to their child's learning, attitude and behaviour in school.

Friday Challenge Champion Assemblies celebrate children for "Good Work", Positive Attitudes/Presentation and for following the 'Golden Words'.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. All staff members have access to our interactive reward system, Dojo and the children respond positively to receiving these rewards. It is also a good way of communicating behavior, attitudes and work ethic to parents with immediacy.



Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, an assistant head or most senior staff member available should be called.

Physical Intervention should be used in line with the use of reasonable force advice. This sets out what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

Staff members who have completed positive handling training are named below. They are qualified to carry out physical intervention using the T-wrap technique.

Mrs Val Britnell (Headteacher)

Ms Danielle Mitra (Assistant Headteacher)

Miss Lisa Butler (Teaching Assistant)

If a child should run out of the academy, for whatever reason, staff should not overreact and must consider carefully the impact of running after them. The Headteacher should be informed immediately and a member of staff should try to keep the child in their sight. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to the academy and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to the academy it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the academy views this behaviour.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime and lunchtime supervision. A minimum of three staff members are required to supervise playtimes, in line with the playground rota. Supply teachers should cover the duty of absent teachers but should never be without support.

When on duty, staff members should monitor the children in their allocated zone to ensure safety from all access points to the playground. All staff members have had 'Active Playground' training and are expected to support children with their play and encourage a positive playtime experience whilst building good relationships.

During lunchtimes, playground equipment is available for children to choose with the expectation that they will use it in a safe and sensible way. If this is not adhered to then it will be removed with a clear explanation.



Some children have been chosen as 'Playground Monitors' to help and support catering staff and staff on duty. They are identified by their golden star badge.

Staff accompany children into the academy a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering the academy should be reinforced with praise.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school educational visit, sporting event or on the way to or from the Academy.

The demonstration of good behaviour around the academy can be very different from the behavior when closely supervised in lessons and workshops. Such times include change of lessons, play, lunch times and after school. To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to pupils about what is expected, reinforced by all staff at every opportunity.

Everyone is expected to behave sensibly and show consideration of others.

Consequences

Consequences discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be over - used or relied upon too heavily.

It is very important that children know and experience that sometimes an adult may not like aspects of their behaviour but that the child is liked as a person and all kinds of potential can be seen in them, by loving and caring for them.

Individual pupils with challenging behaviour are a whole school issue, not just the class teachers. Teachers need support, emotionally from others and from the systems in place.

Non adherence to positive behaviour policy - summary of procedures

At Thomas Whitehead CE Academy, we will use a range of skills to prevent moving into consequences starting with a general reminder of the class rules. Reminders may include verbal messages or non - verbal ones, such as hand signals/shakers. Non - verbal messages have the advantage of allowing us to communicate with children without interrupting the flow of the conversation with others.

These procedures assume a gradual increase or persistence in poor behaviour. If behaviour degrades very quickly or if the first incident is of a serious nature (i.e violence) then it is acceptable to skip stages e.g. child may be given an internal exclusion.

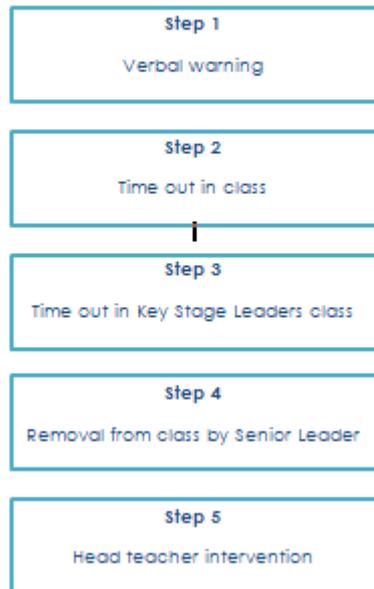
There may be occasions, however, when domestic circumstances, or the child's disposition, would warrant an internal exclusion (or seclusion) where he or she completes their school work in a designated workspace within school and has their break periods away from their peers. We expect that early intervention and discussions with parents will resolve the issues. Early involvement makes it easier to develop a positive partnership between school and home.



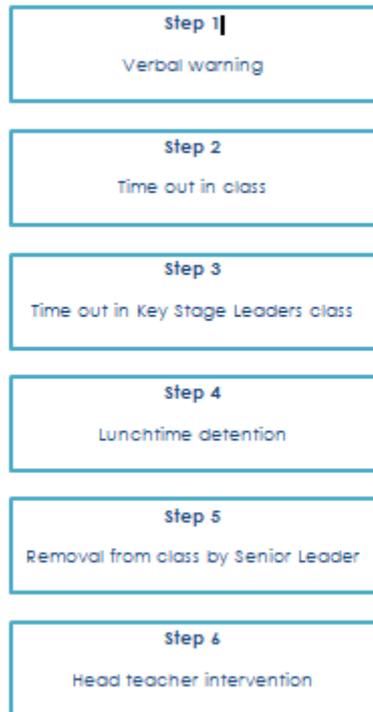
At Thomas Whitehead we use the Whole School Behaviour Ladder and the Upper KS2 behaviour ladder. Any child that is excluded from their class due to consistent poor behaviour **must** be equipped with work to complete during their time out and parents informed.



Whole School Behaviour Ladder



- Any physical violence must be escalated to Step 4 immediately
- Any time out in another class must be reported to parent/carer

**Behaviour Ladder Upper KS2**

- Any physical violence must be escalated to Step 4 immediately
- Any time out in another class must be reported to parent/carer
- Continuous misbehaviour will result in parental involvement and child being placed on a report card which will be monitored by Miss Mitra (AHT)

For regular unacceptable behavior

- Complete an Incident Log
- Discussion with Phase Leader and/or SENCO and parent: consider SEN support in line with the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Discussion with Assistant Headteacher for Behaviour Miss Mitra and Family Support Worker.
- Parents discuss concerns agree targets/support – record meeting.
- Individualised behaviour plan to be created
- Behaviour report card implemented.
- Consider strategies, inform other agencies if appropriate.

Reflection

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a poor choice ...' and not 'You are a silly boy'. A 'Think Sheet' is required to be completed by the child to reflect on their behaviour.



Internal exclusion

(Period of time to be spent in 'partner' class. Class teacher must provide work)

- ✚ Record of internal exclusion is to be made in Incident Log
- ✚ Parents must be informed
- ✚ Second internal exclusion (period of time to be spent in an area away from other children and child to be supervised by a member of staff)
- ✚ Parents must be informed by a senior member of staff (member of SLT)

External agencies may be included (Behaviour Support Service / Attendance and Engagement Officer /Educational Psychologist) and a new plan of action / contract may be created:-

- ✚ BSP (Behaviour Support Plan)
- ✚ PSP (Pastoral Support Plan) A PSP is drawn up when the pupil is at risk of a Fixed Term Exclusion. It covers 16 school weeks and aims to improve behaviour based on small step targets.
- ✚ Time scales and regularly review dates will be agreed.

Should the above procedures fail to have the desired effect; the following course of action will be taken:

- ✚ Headteacher imposes Fixed Term Exclusion (following guidelines in Local Authority Behaviour Policy)
- ✚ Headteacher imposes Permanent Exclusion (following guidelines in Local Authority Behaviour Policy)

FIXED PERIOD EXCLUSION (see the School's Exclusion Policy):

A fixed period exclusion is a serious sanction, which should never be issued lightly and without a thorough investigation taking place. Fixed period exclusions may be issued as a result of a serious 'one off' incident, persistent inappropriate behaviour (also refer to the behaviour ladder). The recommendation for a fixed period exclusion will come from the Headteacher. The parents/carers of a pupil issued with a fixed period exclusion must be informed in advance of the exclusion commencing by a member of the SLT via telephone, and this must be followed up immediately by an official letter. The letter must detail the reason/s for the exclusion being issued, the length of the exclusion and details of the parent/carers legal right to appeal. The Academy has a legal obligation to provide pupils with appropriate work from the first day of exclusion. A fixed period exclusion may be of 1 to 15 days in length. A pupil may be excluded for a maximum of 15 days in any one term and 45 days in an academic year.

PERMANENT EXCLUSION:

Permanent exclusion is the most severe sanction that the Academy may impose upon a pupil and should generally only be considered when a wide range of other sanctions and support strategies have been employed without success and other potential options (e.g. offsite provision, managed move etc) have been explored (although some situations may be so serious that there may be no alternative but to go straight to permanent exclusion).

Permanent exclusion may only be recommended by the Headteacher following a full and detailed investigation, and can only be upheld by the standards and discipline committee at a formal hearing (which must take place within 15 school days of the Headteacher making their recommendation).

A permanent exclusion may be recommended for: a serious 'one off' incident such as an assault on a fellow pupil or member of staff, for persistent/long term inappropriate behaviour, particularly where this threatens the safety of others and/or disrupts the learning of others;



bringing the Academy into disrepute. **All matters of law must be adhered to throughout the process.**

Children with additional needs

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with SEND and those in public care. For these children neither the normal rewards or consequences procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, particularly where an EHCP or statement of SEN is in place the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

Our vision responds to the words found in the scriptures and it is the flourishing in God's love, grace and wisdom that will enable our children to become wise hopeful, aspirational and live well together with dignity and respect.

Believing and Achieving Together – Val Britnell Headteacher

- **Parental Responsibilities**

Section 103 of the Education and Inspection Act 2006 places a duty on parents in relation to an excluded pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first 5 days of each and every fixed period of permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice of £50 if they fail to do this. The penalty payable increases to £100 if unpaid after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

- **School responsibility**

School will provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of 6 days and longer. School will inform pupil's home Local Authority immediately of each permanent exclusion.