



**THREE
LANE ENDS**
ACADEMY
THRIVE • LEARN • ENJOY • ASPIRE

POSITIVE BEHAVIOUR POLICY

Updated March 2018

School is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually and culturally. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

Our Positive Behaviour Policy is in line with the 'Behaviour and discipline in schools' document published by DfE in January 2016. This document states that "Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions". It states that teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils.

PHILOSOPHY

We aim to create an open, welcoming school with a positive ethos, where everyone feels happy, secure and valued.

where good behaviour is acknowledged and rewarded more prominently than unacceptable behaviour is reprimanded;

where mutual respect is engendered between all members of the school community;

where children are helped to develop self-esteem and a positive self-image to promote independence and self-motivation;

where self- discipline is encouraged and developed;

where children take responsibility for their own actions, their belongings and the school environment;

- with a quiet studious atmosphere,
- with an aura of motivated, purposeful activity.

where parental involvement is an integral part of our behavioural management approach.

PRINCIPLES

We work through a reward system and give praise liberally.

We have a whole school approach with common standards and systems agreed by all.

What constitutes unacceptable behaviour is clearly understood by all.

Rules are kept to a minimum and made usually as a response to a problem.

Sanctions are fair, consistently applied and known to all, teachers, parents and children.

Our Aims

In line with the 'Behaviour and discipline in schools' advice, we aim to:

- **Promote good behaviour, self-discipline and respect**
- **To prevent bullying**
- **To ensure that pupils complete assigned work**
- **To regulate the conduct of pupils**

(points in bold link to DfE publication 'Behaviour and discipline in schools' 2016)

Below is a statement outlining how the aims are promoted through school using strategies within our Behaviour Policy:

Promote good behaviour, self-discipline and respect

All staff have high expectations of pupils.

Explicitly, this is revised via circle time and assemblies on the above themes on a termly basis (minimum) – SEAL (Social and Emotional Aspects of Learning) materials are used and other messages shared as appropriate to the needs of the school. Good behaviour is praised verbally and rewarded.

Implicitly, this is modelled to children via courteous behaviour between staff exchanges and pupil / staff exchanges.

Prevent Bullying

Note: This Positive Behaviour Policy includes our policy and approach to bullying. Bullying is considered an extreme unacceptable behaviour and treated as such.

The definition of bullying we acknowledge is taken from the SEAL resources produced by the DfES as part of the Primary National Strategy:

'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time'. Page 5; Say no to bullying – SEAL theme overview PNS (DfES) 2005.

At Three Lane Ends Academy all the children in every year group are taught the work covered within this SEAL theme – Say No to Bullying. The theme covers what bullying means, including the above definition. Children learn how bullying can affect people both physically and emotionally.

The theme places great emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know. Our policy on bullying encompasses cyber-bullying. Children learn about E Safety and how to keep themselves, and others, safe when using technology.

Bullying and Cyberbullying

We would always work with the definition of bullying given at the beginning of this policy. We believe that our school has a duty to ensure all children are able to come to school and learn in a safe, healthy environment.

Any incidences of bullying will be taken seriously and dealt with quickly and firmly.

We would expect children to report any incidents that make them feel uncomfortable to an adult. Within school this could be the class teacher or a member of the support team. Initially this staff member would investigate the situation. The staff member would then bring this to the attention of the headteacher who may need to investigate further and contact parents. By everyone working together it would ensure the situation would be resolved. Any actions, sanctions or support, would be put in place for all the parties involved.

Cyber-bullying would be treated in a very similar way. However, we would also investigate, to such an extent as is reasonable, any incidences of cyber-bullying that occur off site that affected any of our pupils. Appropriate action would be taken and parents would be informed. Children in school will be taught how to respond to any incidences of cyber-bullying. An Acceptable Use Policy will outline the rules that children have to follow when using technology in school. The Acceptable Use Policy will be shared with parents so that they can follow this guidance outside of school also.

Racist Incidents

The Steven Lawrence enquiry defined racism as **‘any incident which is perceived to be racist by the victim or any other person’**.

This definition has been adopted by many public agencies and is the definition we would use in school. Any racist incidents would be recorded, following the advice in the DfES document entitled Code of Practice on Reporting and Recording Racist Incidents (April 2000). Any racist incidents would be reported to the local authority and the governing body.

Isolated racist incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Racist bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and racism was evident then appropriate sanctions would be applied. This would be recorded in a racist log.

Homophobic Incidents

Homophobic bullying is defined as ‘any incident where people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different’.

Isolated homophobic incidents will be investigated and treated in accordance with the escalations on the behaviour pyramid. Parents of both parties will be informed.

Homophobic bullying would be treated as an extreme unacceptable behaviour. If an incident was investigated and homophobia was evident then appropriate sanctions would be applied. This would be recorded in a homophobic log.

Ensure completion of assigned work

Staff are required to make learning engaging for pupils (See also Teaching and Learning Policy).

Regulate the conduct of pupils

See Code of Conduct for pupils and escalation of sanctions.

School Rules

As a school, we have six main school rules. These are easy for all stakeholders to remember and any incident of misbehaviour can be linked to a rule that has been broken.

We are gentle
We don't hurt others

We are kind and helpful
We don't hurt anybody's feelings

We listen
We don't interrupt

We are honest
We don't cover up the truth

We work hard
We don't waste our own or others' time

We look after property
We don't waste or damage things

The rules are displayed in each classroom are referred to by staff members using corrective language throughout the day and in regular assemblies. Often, positive praise for those pupils consistently carrying out the school rules encourages others to reflect upon their own behaviour and reminds of the correct way to behave in and around school – reinforcing school expectations at all times. Adults continually use this strategy in the first instance whilst working in any area of school or on the playground.

Behaviour Modification Strategies

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for **all** children.

Rewards

- Pupils are given 'Caught Being Good' tickets when they are noticed carrying out the school rules effectively. These are kept by the children and are entered into a whole school 'raffle' at the end of the week, where a girl and boy are drawn out from each year group class. Their reward is a 'VIP' ticket for the following week...ensuring they are first into lunch, accompanied by a chosen friend, first out to play at playtime and 'first' for any number of things that the teacher chooses within class
- Pupils know that positive behaviour and self-discipline is also a reward in itself – bringing greater trust, respect and responsibility within the community and from the adults and peers they work with. Adults in school remind of this continually through verbal praise, postcards and text messages home to parents – any pupil who stays on 'perfect purple' for the whole half term will receive a whole school reward to celebrate their continual good behaviour such as extra playtime.
- Pupils are given 15minutes class Golden Time at the end of each week as a reward for following school rules. They are also given 15 minutes outdoor Golden Time as a reward for following the rules on the playground at break times.

Our Academy also acknowledges the efforts and achievements of children **out of school**. We encourage them to bring in their certificates, medals and photographs of major achievements that can be shared in phase assemblies.

Sanctions

What the Law allows (Behaviour and discipline in schools. DfE. January 2016)

If a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil. To be lawful, the punishment must satisfy three conditions:

1. it must be made by a paid member of school staff.
2. the decision must be made on the school premises or while the pupil is under the charge of the school member of staff. This includes being at a school organised event or educational visit off the school site.

3. it must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in all the circumstances

- A punishment must be proportionate (...taken account of the pupils age, any SEN or disability).
- Corporal punishment is illegal in all circumstances.

Children need to discover where the bounds of acceptable behaviour lie and a Behaviour Policy must state these boundaries firmly and clearly. Each case is treated individually. Generally children are made aware that they are responsible for their own actions and if they choose to break the rules it will lead to a sanction. Sanctions may include

- a verbal reprimand
- extra work or repeating unsatisfactory work
- loss of privileges
- missing breaktime(s)
- detention
- school based community service (picking up litter, weeding school grounds, tidying up a classroom)
- in more extreme cases, schools may use temporary or permanent exclusion.

If a pupil displays behaviour that needs addressing, the following will happen:
Eg. A **non-verbal cue** may be used first to alert the child to what they are doing that they shouldn't be – signalling to a pupil to put all four legs of their chair on the floor, to stop talking to their partner, to think more carefully about the way they are lining up...

The teacher may then give a **descriptive reminder** of what the child is doing that they shouldn't be, or if needed, a reminder of the behaviour that is expected if they feel the child is not aware what this should look like - David, you are calling out – we put our hand up if we want to speak - make the right choice. Thomas, we face the front with hands by our sides when we line up – make the right choice.

They might also choose to give a **group directive reminder** – Remember hands up before speaking please. This language focuses the pupil on the behaviour that needs to change, without placing too much emphasis on disruptive, or unsafe behaviour.

Or, they may give a **conditional direction** to help the student focus on the correct behaviour – When you have completed this paragraph, you can finish your painting.

Generic practice

At Three Lane Ends Academy most behaviour issues are dealt with by the adult responsible for supervising the child at the time of an incident of unacceptable behaviour. This may be the class teacher, teaching assistant or lunchtime supervisor.

The class teacher has responsibility for the pastoral care and development of all children in their class and will be the initial person who is informed and expected to deal with behavioural issues.

At lunchtime, behaviour issues are the responsibility of the lunchtime supervisor team and the leadership team.

For incidents of a more serious or persistent nature members of the Senior Leadership Team and or Headteacher must be informed and involved. For serious or persistent unacceptable behaviour parents will be informed.

The school employ a Learning Mentor who works with groups, individuals and families (often in conjunction with outside agencies), in relation to pastoral, attendance and behaviour issues.

Guidance to the level of unacceptable behaviour and the sanctions that may be imposed:

| STAGE | EXAMPLES OF BEHAVIOUR | POSSIBLE SANCTIONS |
|-------|---|--|
| 1 | <ul style="list-style-type: none"> • Swinging on chair • Running inside school building • Interrupting/calling out • Losing concentration/not listening • Ignoring instructions • Silly noises • Distracting other from their work • Inattention • Inappropriate behaviour on the playground | <ul style="list-style-type: none"> • Verbal warning • Isolate e.g. move away from friend if chatting • Loss of class Golden Time • Lunchtime detention (text message to parents) • If appropriate, close supervision at playtimes • Isolation step |
| 2 | Persistent Stage 1 Behaviour <ul style="list-style-type: none"> • Rudeness • Affecting other people's learning • Inappropriate remark to other pupils • Minor challenge to authority • Name calling • Spoiling others' games on the playground | As above <ul style="list-style-type: none"> • Missed playtimes • Full lunchtime detention • Inform parents |

| | | |
|---|---|--|
| 3 | <p>Persistent unacceptable/disruptive behaviour</p> <ul style="list-style-type: none"> • Mild swearing • Throwing objects with intent to harm • Harming someone • Damaging property • Persistent failure to follow instructions • Leaving class without permission • Walking away from staff member • Repeated refusal to complete set task/attend lessons • Continued or more serious challenge to authority • Single incidents of racist or homophobic name calling • Harmful/offensive name calling • Fighting (low level) | <p>As above</p> <ul style="list-style-type: none"> • After school detention • Isolation • Ban on representing school and/or visits outside school |
| 4 | <p>Persistent Stage 3 behaviour</p> <ul style="list-style-type: none"> • Unacceptable behaviour in isolation • Extreme Swearing • Bullying • Vandalism • Stealing • Violence – physical assault/extreme fighting • Repeated incident of racist or homophobic name calling • Serious challenge to authority • Leaving school without permission • Verbal/physical abuse towards adults • Continuous disruptive behaviour | <p>As above</p> <ul style="list-style-type: none"> • Exclusion • Possible Permanent exclusion • Involvement of other professionals |
| 5 | <p>Persistent Stage 4 behaviour</p> <ul style="list-style-type: none"> • When over a prolonged period of time, despite numerous strategies to re-engage a pupil refuses to work with the school | <p>As above</p> <ul style="list-style-type: none"> • Permanent exclusion |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Dangerous behaviour that poses a risk to the education and welfare of others within the school or themselves • Any pupil who assaults, injures or harms a member of staff | |
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These lists are not exhaustive but give a comprehensive overview of types of incidents, which may occur.

NB: If a fixed term or permanent exclusion has to be imposed then the 2017 DFE Guidance on Exclusions from Schools and PRU's will be followed whenever possible.

Staff will give consideration to whether continuing disruptive behaviour may be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary. It is likely that behaviour at this level will already involve members of the leadership team and the SENCo. Continuous disruptive behaviour may mean that referrals are made to SEMH (Social, Emotional, Mental Health) or EPS (Educational Psychology Service). The above statement and action will be appropriate for the majority of children; for any behaviours that sit outside the remit of these agencies or do not fit with 'typical' referral routes, the school will contact agencies at the Local Authority to seek bespoke advice and support.

Communication

When an incident involves a child receiving a sanction, the duty staff involved must ensure that this is communicated effectively with the class teacher. This may be from breaktime or during the teacher's PPA. This is to ensure that the class teacher has an overview of the behaviour of their class. The Headteacher must be informed of any serious incidents.

Parents will be informed by the class teacher of any serious or persistent behaviour that is unacceptable. Support from parents may be sought to help a child modify behaviour that is unacceptable in school. Occasionally it may be a member of the senior leadership team that contacts parents to discuss behaviour.

The class teachers, LSAs, and Lunchtime Supervisors supported by the Special Educational Needs Co-ordinator, Learning Mentor and Leadership Team are available to provide pastoral support for children, parents and teachers. Appointments can be made to meet with any of these staff. For teachers this will often have to be outside normal teaching hours.

In order to maintain clear records of behavioural incidents for future reference, senior leaders will keep records of incidents dealt with in a log.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parent functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff always try to deal with behaviour problems patiently and positively.

Intervention and power to reasonable force

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical restraint may be necessary. The Law states that "Members of staff have 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".

As a school, it is our policy only to use Team Teach in extreme scenarios. The school judge an extreme scenario to be one where there is a risk of harm to an innocent pupil or a member of staff. The school does not consider that "damaging property" is a scenario that requires reasonable force to be used.

Team Teach training is organised at regular intervals for staff to ensure appropriate procedures are followed.

In this circumstance the procedure will be:

- Send for support – an adult from another class or from the office.
- Ensure all children and adults are safe.
- Only make physical contact if the child is going to hurt himself or others.
- Remove the child from the scene or, if necessary, remove all the other children and supervise the child who is causing the problem.
- Involve the Headteacher or member of the Senior Leadership Team
- Inform parents.
- Contact appropriate outside agencies.

As a school, it is our policy only to use Team Teach in extreme scenarios.

A written report of the incident should be completed and given to the Headteacher. The Positive Handling Report forms are kept in the office. The report should be completed

within 24 hours of the use of positive handling techniques. A copy will be kept in the child's file.

The Headteacher will work with other colleagues and parents to devise an action plan to meet that child's needs and modify the behaviour. This may include the involvement of other agencies – social services, psychological service etc. It is likely that a pupil will have an individual risk assessment also.

Use of isolation

In extreme circumstances, school may legally use isolation as disciplinary penalty. However, isolation will only be used in our school when it is in the best interests of the child and / or other pupils. This would be discussed with parents / carers.

Strategies for Reinforcing Positive Behaviour

- Using a Special Educational Needs Individual Programme (IEP/IBP) when small steps are devised for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions, etc.).
- Rewards of stars/smiley faces/comments on work, on charts and in special books.
- Use of certificates, special stickers for such things as listening, being kind, helpful etc.
- Sharing good behaviour with other children/other classes.
- "Celebration" and Class Assemblies.
- Involving parents at an early stage to make an action plan together.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

PUPILS CONDUCT AND BEHAVIOUR OUTSIDE THE SCHOOL PREMISES

Regulating Pupils' Conduct: Schools' legal powers

While the school is able to regulate certain conduct off school premises it can only impose sanctions when the pupil is on the school site, or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a pupil is on a school trip, but not whilst the pupil is on his journey home from school, for instance. In such circumstances, the member of staff could indicate to the pupil that he has been seen misbehaving and will be punished, but must wait until the pupil is next in school to issue the punishment.

Objectives For Regulating Behaviour Off School Premises

- To maintain good order on transport and educational visits.
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public.

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- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
 - To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

Many extended school activities take place on school premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity.

Criteria For Regulating Off Site Behaviour

The school will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating behaviour by pupils, when off the school site and not under the lawful control or charge of a school staff member. The school will take into account the following factors when deciding whether a rule or sanction in a particular case is reasonable (which may not all apply to every incident:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Related to this, whether the pupil(s) in question was wearing school uniform or was otherwise readily identifiable as a member of the school.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school, and/or might pose a threat to another pupil or member of staff (eg bullying another pupil or insulting a member of staff).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.
- Whether the misbehaviour was whilst the pupil was taking part in an educational visit, or participating in a sports event with another school (ie when the pupil might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other pupils in the future.

Applying such factors there would, for example, be a strong case for punishing a pupil for verbally abusing members of the public on the way to and from school. However, the case for punishing a pupil for verbally abusing somebody who had no connection with the school at a weekend would be much weaker. This is not of course to say that the school will take no interest in behaviour they do not regulate. Liaison between the school and the local authority anti-social behaviour team may be particularly relevant in this context.

Communicating The Rules Of Behaviour Out of School

The School through its standard communication routes will set out to parents how they can:

- Report poor out-of-school behaviour by pupils.
- Be assured that close liaison as necessary, with neighbourhood police teams or other agencies will deal with the issues.

A standard procedure for residential visits includes a clear statement to parents and pupils about behaviour standards and processes.