

Kettering Buccleuch Academy

Primary Behaviour Policy

REVIEWED BY: Safeguarding Committee

DATE AGREED BY GOVERNORS:

DATE OF NEXT REVIEW: December 2017

Core Purpose Statement

- **It is the right of every child** at KBA to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** at KBA to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our communities.

At KBA we:

- Teach responsible behaviour to our pupils using a range of strategies.
- Raise self-esteem and awareness of wider community and societies expectations of good manners and personal conduct.
- Be explicit about what adults and pupils in the school can expect from each other.
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction.
- Ensure that our school community can work free from intimidation and bullying by acting robustly when issues arise.

Aims of Kettering Buccleuch Academy

- To provide the highest standards of education through effective teaching and learning for all pupils with a broad, balanced and personalised curriculum.
- To provide equal opportunity for everyone at our school regardless of race, class, gender, sexuality, special educational needs, religion, culture or ability.
- To encourage and develop independent thinking, lifelong learning, self-esteem and confidence, alongside respect and support for others.

- To develop the role and understanding of staff and pupils of self-responsibility as well as the confidence to recognise behaviours which are not acceptable and to challenge them e.g. their role as a bystander
- Provide a safe, caring, happy and stimulating atmosphere.
- To encourage an educational partnership between children, staff, parents/carers and governors and to promote links with the wider community.
- To further encourage teamwork amongst the staff.
- To create a school ethos which encourages children to disclose bullying incidents.
- To raise awareness in the school community of what bullying is and that bullying is unacceptable behaviour.
- To support those who are affected by bullying behaviour and for those involved in bullying behaviour.

Staff Responsibilities

Staff ensure positive learning behaviour through:

Implementation of best practice in learning and teaching:

- *Quality first teaching* (inclusive, fun & inspiring) supported by outstanding planning and ongoing assessment that informs planning as well as lessons which are in process.
- *Marking which provides feedback*, achievable targets that encourage positive learning and 'can do' attitudes as well as marking that elicits a response and dialogue between teacher and pupil.
- *Avoiding an over reliance on 'time out'* in other classrooms as this restricts a teachers ability to teach the class fully, undermines their authority, severely restricts learning opportunities and quick re-integration and can cause greater disruption to other classes. A class teacher needs to assert initial authority over a situation, setting behaviour expectations to other children.

By building positive relationships:

- *Rewards* – e.g. actively noticing good behaviour, providing praise, SEAL awards, lining up points, house points, star of the week award, positive messages to parents and in primary merit points.
- *Good relationships with parents* by being available in the playground at the start & end of the day (EYFS – KS2), taking concerns seriously and by informing them of good behaviour and learning success as well as behaviour which is a concern.
- *Remembering a teachers own role in the behaviour of a class* & being aware of the reason that may lie behind certain behaviours e.g. through inappropriate activity, lack of challenge, or timetabling, breaks in routine, accessibility of resources, building positive & quality relationships.
- *Balance of reward & sanction* – not punishing a whole class for the actions of individuals and knowing that sometimes telling off is enough.

- *Knowing the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them encouraging confidence, self-esteem and positive relationships with other children and adults.
- By recording significant contact with parents and carers using the agreed school record keeping systems

By modelling and teaching learning behaviours

- Helping children become independent and active learners, by listening and acting on their knowledge and understanding, encouraging them to think for themselves, develop their own opinions, and to organise their own time and resources effectively, with support from the teacher.
- By refusing to engage in shouting matches and knowing that an extremely agitated or angry child will not listen until they have calmed down.
- Knowing that humour can be an extremely powerful behaviour management tool.
- Adults giving explicit direction and being clear with reasons for actions and consequences for actions e.g. *'I have moved you because you were disturbing other children and if you continue to talk I will sit you on your own'*
- By not engaging children in protracted discussion about incidents but simplifying them in relation to school expectations e.g. *'I understand that you are upset but you are disturbing the learning of other children and I cannot allow you to do that' / 'You kicked someone and even though you were provoked it is still unacceptable'*
- To clearly set the expectation that respect means pupils not raising their voice at you or answering back.
- By utilising a variety of positive redirection techniques (see Appendix B) e.g. choice direction e.g. *'You can either complete this work now or you can complete it at playtime, it is your choice.'*
- Using role play/drama and circle time to help children develop strategies to deal with situations and giving the child strategies to deal with a situation if it should arise again
- By taking pupil concerns seriously and applying the schools policy on bullying fairly and with an awareness that bullying occurs in every school and is a hindrance to a positive learning climate for both pupils and adults.
- Facilitating restorative meetings and conferences to support pupils in working through issues in a controlled and respectful manner to allow them to repair any harm.

By ensuring consistency of expectation from all stakeholders

- Referring to school rules displayed in common areas
- All adults being proactive in ensuring that children from Reception to Year 6 are expected to enter and leave assembly and to *walk* around the school *silently* in *single file* with hands

behind their backs to avoid touching others. In secondary students enter assembly quietly and sit down in silence.

- *Ensuring that when a sanction is used it is fair and appropriate* for the action
- Negotiating class rules with the children at the beginning of a school year and displaying these in the classroom. These should take the form of both the adult's expectations of pupils and the pupil's expectation of the adults in their class
- Actively discouraging children from leaving the classroom to use the toilet during lesson times and use escorts for the least trustworthy to ensure learning time is maximised. In secondary students with evidence medical conditions will be issued a toilet pass where required to allow them when needed to use the toilet during lesson.
- By listening but being clear that your decision is final regardless of whether it is perceived as right or wrong
- By active implementation of the systems and procedures outlined in this policy

The Parents'/Carers' Responsibilities

For pupils to achieve to their full potential it is essential that there are links and clear communications between home and school. Central to this is the understanding that teachers, parents and carers *all* want their children to succeed and be safe and happy within school.

Parents can support their child to adhere to the expectations of the academy community by:

- **Explaining to your child** what school is for: a place for learning where he/she will be living with other people and that means sharing – books, equipment, adult attention and co-operating with others.
- **Helping your child with his/her learning:** This means showing an interest in what your child has done at school, sharing reading books, ensuring homework is completed, looking after and returning borrowed books or resources and attending parents' meetings and open evenings to discuss your child's progress with the class teacher.
- **Supporting the school.** Any worries or concerns should be shared first with the class teacher or tutor for secondary pupils. **It is not always appropriate to voice your concerns in front of your child or other children in a public place.** Make an appointment. We are always willing to listen and come to a shared understanding.
- **Acting on messages from the school:** This may mean praising your child at home for actions at school or discussion and sanctions at home to support those imposed at school as well as understanding that undermining your child's teacher in front of your child will create further situations that may be very difficult to repair.
- **Understanding that the school can act to prevent and stop bullying.** Bullying takes many different forms and the school will always take a balanced view and listen to all sides of a story before acting.
- **By not attempting to deal with issues yourself** through conversations with children or other parents.

- **Understanding that children also learn from watching the behaviour and actions of their parents and siblings:** If the parent / carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect his/her learning. Parents / carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation has been resolved. Any abusive or aggressive phone calls will be terminated and parents will be directed to contact the principal.
- **Sending your child to school on time: Every day.** If he/she is not well enough to come make sure that he/she returns at the earliest opportunity and absence should be reported to the school.
- **Sending your child to school ready to learn:** Children to need concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed in full school uniform.
- **Communicating with the school** any special medical needs: Or any special circumstances at home that may affect your child's learning.

Please note: During the school day all parents, carers and visitors must report to the school office before contacting any other member of the staff or children. It is not acceptable for parents to approach staff when they are teaching. Equally, it is inappropriate for parents to approach support staff directly about their child's behaviour without first consulting the class teacher, Assistant Head of House, Head of House, Deputy Head, Primary Head teacher or the Principal. Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

The Child's Responsibilities

The expectations and rules of KBA are displayed throughout the school. These rules are regularly explained and discussed with children.

The core expectation of behaviours we require from children at KBA, in and out of the classroom are:

- Respecting myself, other people and our school property.
- Being a friend to myself and others.
- Listening to adults and doing the right thing the first time.
- Taking responsibility for my actions and my learning.
- Looking smart. Acting smart. Being smart.

Reward Systems & Support Mechanisms

The most effective form of behaviour management is one, which notices where good behaviour is occurring and promotes it.

KBA actively praise behaviours which are supportive of positive learning climate. In Primary pupils have a weekly whole school assembly where the behaviour and hard work of children in each class are celebrated and an 'Achievement Assembly' certificates are sent home to their parents. There is also a second assembly exploring the social and emotional aspects of learning. In secondary pupils

have a weekly assembly where achievements are celebrated. Children are given roles and responsibilities such as school council membership and student leaders.

Within each classroom in primary there will be reward systems related to individual, group and whole class achievements including stickers, positive contact with parents, star of the week and Head teacher awards

In order to support children who experience difficulty in adopting successful learning behaviours the school uses a range of support strategies. The most important aspect of this is to have full parental support in the wider aims and ethos of the school in correcting behaviour, which is to the learning detriment of pupils.

Other such strategies include:

- A system for logging incidents which allows for an analysis and tracking of issues and the identification of pupils at risk of exclusion, as well as any patterns of bullying.
- Weekly/Daily behaviour reports with individual targets that are monitored by senior members of staff and communicated home
- Social skills groups for children who present particular difficulties.
- Restorative justice meetings for pupils facilitated by the class teacher or Senior Member of staff
- Re-integration meetings with pupils returning from exclusion
- Organised/'Zoned' playground activities with adult led and supervised team games as well as resourced quiet areas
- Alternative play opportunities at lunchtime for children who find the long period difficult.
- Teacher, Head of Department, Tutor, House Officer and Head of House support
- Solution focused intervention
- A period in the Learning Recovery Room to address negative learning behaviours.

Sanctions

The sanctions ladder (Appendix A) outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school.

Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer. The wearing of inappropriate clothing or shoes as outlined in KBA dress codes will result in a letter home, or the child being sent home with the parent to change unless previous arrangements have been made. Repeated uniform violations will require the involvement of the Head of Primary/Deputy. In secondary, parents will be contacted and requested to deliver replacement of any uniform that is incorrect. The student may be isolated until they are in full school uniform.

Repeated absence or lateness as recorded by school systems will trigger interventions by the Assistant Head, Attendance officer and Educational Welfare Officer (see the attendance policy)

Learning Recovery time will be set within the secondary section where pupils fail to follow classroom rules, arrive late to lesson, fail to bring PE kit to lesson or fail to complete homework. These will be set and carried out by the subject teacher. Where an LRT is not sat, it will be doubled and a second opportunity to sit will be given. If the pupil still fails to sit the LRT pastoral support would be made available.

All staff have an active responsibility to intervene at any point or any stage where behaviour is deemed to be inappropriate. Only the Principal and Head teacher can undertake exclusions or Deputy Head teacher as delegated by him/her.

Learning Recovery Room requires a student to be isolated from all contact with classmates during the school day including break times & assemblies and to be supervised by the pastoral team, with the parent or carer formally informed of actions. Within the room targeted intervention and restorative work will take place, along with academic studies.

External Exclusion will only be used as a serious sanction where other strategies have failed or in response to a breach of discipline that is serious enough to put student's learning opportunities at risk, and/or the health and safety of other students or staff.

Fixed term exclusions will be escalated where repeated poor behaviour is displayed. FTE's will begin at 1 day and progress to 2 days, 3 days and 5 days. Where behaviour is deemed to be of a more serious nature, early stages may be missed.

Mobile Phones

Mobile phones or head phones are not to be seen or heard during lessons unless specified by the teacher. If a pupil is found to be in possession of a mobile phone it can be confiscated and locked away until the end of the day.

Behaviour Outside of School

KBA expects pupils to represent the school positively in the local community and whilst on school trips. Our behaviour code applies to off-site trips and visits. For behaviour outside of school but not on school business, sanctions will apply if there is a clear link between that behaviour and damage to the reputation of the school or maintaining good behaviour and discipline amongst the pupil body as a whole.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of event and inform designated safeguarding officers (Head/Deputies).

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform the designated child protection teacher immediately.

Repeated or serious sexualised behaviour will result in a referral to Children's Social Care/Police Services

Bullying

Bullying can happen anywhere, however it prevents equality of opportunity and it is everyone's responsibility to prevent it from happening and to deal with it robustly when it does occur.

Please see Anti-bullying policy

| | Behaviour | Appropriate Sanctions Primary | Appropriate Sanctions Secondary |
|------------------|---|--|---|
| Aggravations | <ul style="list-style-type: none"> • Calling out • Wandering about classroom • Running in the school building • Not putting hand up to talk • Interrupting other pupils • Ignoring minor instructions • Silly noises/Minor Annoyances • Pushing in the line • Talking during silent work • Minor Playground Incidents • Not settling quickly • Not lining up quickly | <ul style="list-style-type: none"> • Eye contact • Reminders • Verbal telling off • Statement of inappropriate behaviour and consequences for repeating it • Change of seating • Name written on board • 5 Minute playground cool down period • Tactically ignore | |
| Warning | | | <ul style="list-style-type: none"> • Eye contact • Reminders • Verbal telling off • Statement of inappropriate behaviour and consequences for repeating it • Change of seating • Name written on rule reminder board • Tactically ignore |
| Less Serious | Behaviour | Appropriate Sanctions Primary | Appropriate Sanctions Secondary |
| Stage 1 or LRT A | <ul style="list-style-type: none"> • Repeated behaviour after receiving a warning • Eating sweets in school • Refusal to work/Unacceptable output • Deliberate disruption • Accidental damage through carelessness • Cheek, off hand comments • Minor challenge to authority • Minor, non-directed swearing • Repeatedly annoying other children • Playground skirmish • Being in a building unauthorised • Spitting • Smoking on site • First bullying offence | <ul style="list-style-type: none"> • Phone call to parent Incident to be recorded on SIMs • Separation from the rest of the class within classroom • Writing a letter of apology during playtime/break time • Child to stand apart from class group • 5 - 20 minute Lunchtime/playtime detentions to complete unfinished work/complete pupil behaviour frame • Repair/clean up of damage. | <ul style="list-style-type: none"> • Phone call to parent Incident to be recorded on SIMs • Separation from the rest of the class within classroom • Restorative meeting • Repair/clean-up of damage. • Learning recovery time as member of staff deems appropriate |
| Behaviour | | Appropriate Sanctions Primary | Appropriate Sanctions Secondary |
| | | <ul style="list-style-type: none"> • Phone call to parent Incident to be recorded on SIMs | <ul style="list-style-type: none"> • Phone call to parent Incident to be recorded on SIMs |

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|---|---|---|--|
| <p>More Serious</p> <p>— Stage 2 or LRT B</p> | <ul style="list-style-type: none"> • Repeated Stage 1 Behaviour • Deliberately throwing small objects with intention of harming or breaking them. • Harming someone • Damage to school/pupil property • Leaving class without permission • Repeated refusal to do set tasks • Deliberate rudeness to adults • Harmful/offensive name calling/Directed swearing at another child • Walking away from staff • Bullying including cyber bullying • Less serious playground incidents/fighting | <ul style="list-style-type: none"> • Informal contact with parents by class teacher • Separation from the rest of the class • External from classroom • Writing a letter of apology during playtime/break time • Behaviour chart/ 'On report' monitored by a senior member of staff and a copy sent home at end of week to parent • Internal exclusion/Playground exclusion/ complete pupil behaviour frame • Withdrawal from whole school events e.g. trips • Sanctions for 'a' can be used in addition to any of the above | <ul style="list-style-type: none"> • Learning Recovery time • Report system as appropriate (tutor/department/HOH) • Withdrawal from whole school events e.g. trips • Sanctions for 'a' can be used in addition to any of the above |
| | Behaviour | Appropriate Sanctions Primary | Appropriate Sanctions Secondary |
| <p>Very Serious</p> <p>Stage 3 Or LRT C</p> | <ul style="list-style-type: none"> • Repeated Stage 2 Behaviour • Repeatedly leaving the classroom without permission • Fighting in the classroom • More serious playground incidents/fighting • Serious fighting & intentional physical harm to other children • Throwing large dangerous objects • Serious challenge to authority • Verbal abuse/swearing to any staff or parent • Bringing the school into disrepute e.g. on public transport, locality. • Vandalism/Graffiti • Stealing • Persistent or serious bullying including cyber bullying • Racist/Homophobic incidents • Truancy • Malicious or inappropriate use of new technologies (see also ICT policy) | <ul style="list-style-type: none"> • Formal telephone call/contact/ letter/ meeting with parents by above. • Possible recompense for damaged property from parent • School 'community service' • Behaviour chart/ 'On report' monitored by a senior member of staff copy sent home at end of week to parent • Daily home school behaviour book • Possible denial of technology access rights • Depending on the severity of the behaviour, incidents may lead to a fixed term exclusion. • Exclusion from site at lunchtimes • After school detentions • Withdrawal from whole school events e.g. trips • Internal exclusions • SR call | <ul style="list-style-type: none"> • SR Call • Report system • Learning Recovery Room • Formal contact with parent • Withdrawal from whole school events e.g. trips • Depending on the severity of the behaviour, incidents may lead to a fixed term exclusion. • House Officer support with restorative conversation focus |

- **Assertive comment/direction/ command** – degrees of assertion in language and voice. Clear, calm voice. Voice may be louder than normal. Non aggressive eye contact