



Devonshire Primary Academy Behaviour Policy



Behaviour Policy

This Policy has been revised and updated through consultation and discussion and in accordance with DFE guidelines and Government legislation and is reviewed at the beginning of every school year with staff and pupils. It reflects the values and philosophy of the academy in relation to behaviour and discipline and sets out a framework within which staff, children and parents can co-operate. This document is available for viewing to all staff of the school, Governors, Parents, LEA officials and Inspection Teams. Pupils of the academy are made aware of its contents as described within.

The Aims of the Academy

At Devonshire Primary Academy we regard each of the children in our care as special and unique individuals.

We recognise the entitlement of every child to have full access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour, religion, sexuality or particular needs.

We aim to provide quality learning experiences within a happy, purposeful, stimulating environment where each child is encouraged and inspired to fulfil his or her potential.

Our aim is to develop the ‘whole’ child intellectually, physically, emotionally, socially and spiritually. We strive to foster a caring, family atmosphere where children take responsibility for their actions and we expect high standards of behaviour and respect for other people and their possessions.

Much of this work is underpinned by our whole school SEAL initiative.

The Academy’s Moral Code

At Devonshire Primary Academy we present discipline in a positive manner by setting high expectations of behaviour for all our children and encouraging a code of conduct that reflects care, concern and respect for staff and others. We have a few basic rules to ensure the safety and well-being of everyone in the school but we place great emphasis on self-discipline and self-control. We strive to influence children to make morally sound decisions, to behave in a way that is socially acceptable and to take responsibility for their actions. We need parental support to maintain high standards of discipline in our academy. We believe that we can achieve our aims by working in partnership with parents to develop the whole child.

Pastoral Care

We pride ourselves on being a ‘listening school’, always prepared to share problems with children and their families in an atmosphere of the utmost confidence. To overcome potential problems we need to know about them so we encourage parents and children to

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report any concerns immediately to teachers, the Headteacher or his Deputy and Assistant Heads who will treat difficulties with sensitivity and discretion. We are here to help and we try to be available for a ‘quick word’ in the playground first thing in the morning with staff who are on duty, or a ‘longer word’ at the end of the day. More confidential appointments can be made at mutually convenient times.

We believe in a firm, fair and consistent approach to behaviour and discipline. Children need to know where they stand and when they have crossed the boundaries of what is deemed to be acceptable behaviour. The three-way partnership between staff, pupil and parents referred to in our Academy Prospectus is very important if we are to work together in a positive way. The spirit of this is reflected in the Home-School Agreement.

Pupil transition arrangements include review meetings where information can be shared at the point of entry or exit to the school e.g. Nursery to Reception, Non routine admission, Y6 to Y7 transition.

Classroom Discipline Plan

The purpose of the classroom discipline plan is to encourage good behaviour rather than simply punish bad behaviour. ‘Prevention is better than cure’

All children should be aware of what is expected of them. Each class will agree a set of rules, which will be displayed prominently in the classroom. At the beginning of each lesson the teacher should remind the class of the directions for the activity and the standard of behaviour expected. Teachers must be consistent in the treatment of children, applying rules firmly and fairly. It will always be made clear to the pupils the reasons for any reward or sanction given.

Rewards and Sanctions

Success is important to all learners and rewards have a very positive influence on behaviour. Children need praise and encouragement to foster a sense of achievement. We recognise and reward effort and achievement in work and behaviour in a variety of ways: through our Devonshire House System (see later), participation in individual or team events is celebrated in whole-school assemblies, certificates and stickers are used to mark achievements and evidence of achievement is displayed in photographs and examples of work around the school. Once a week, in a special assembly, a child from each class is acknowledged as ‘Star of the Week’ to recognise an effort of achievement in work, attitude or behaviour. There are also special half term and end-of-term assemblies when good attendance and other achievements are recognised.

There are opportunities for all children to succeed on a regular basis but when they do not meet acceptable standards in work, attitude or behaviour, privileges may be withdrawn and children may be asked to account for their actions. A teacher may also write an account of incidents and date them. This will be put in the behaviour file with the child's account. If the situation does not improve we will seek parental co-operation which may involve meetings and/or a report system. In exceptional cases of serious misconduct or dangerous behaviour it may be necessary to exclude a child according to the agreed procedure of the L.A.

Rewards

House System

A good merit system is a very valuable positive reinforcement throughout the school.

A good system is seen by all to operate fairly. It involves meaningful recognition of achievement, behavior and work ethic and is manageable for staff and gives prompt feedback and reinforcement. At Devonshire, there is a two tiered reward system. The children, and staff, are divided into 4 houses: Earth (green), Fire (red), Water (blue) and Air (yellow). There are staff leaders of the Houses and also House Captains elected from Year 6.

Treasure Chest Jewels:

Staff can reward children jewels of different colours matching the 4 houses. Jewels are given for good examples of behaviour, respectfulness, kindness and attitude in and around school. Every term a 'House Treat' is arranged for the house with the most jewels. This may be a film, games, P.E. afternoon etc.

Merit Cards:

Each child will receive a merit card in the colour of their house. Their card/s will move up with them through the year groups.

On receiving 50 merits, the child will receive a house badge
On receiving a further 50 merits, they will receive a merit badge
After the next 50 merits, they will receive a One star badge
After the next 50 merits, they will receive a Two star badge
After the next 50 merits, they will receive a Three star badge

The child will now work towards a bronze, silver and gold badge.

On receiving 100 merits, the child will receive a Bronze Badge
On receiving their next 100 merits, the child will receive a Silver Badge
On receiving their next 100 merits, the child will receive a Gold Badge

The total merit marks given to each house each week will be announced in Star Of The Week

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assemblies. The winning House receives a rosette, to be added to the Devonshire House Trophy, which is presented to the House Captains.

Congratulating pupils and informing parents are also positive features of the plan e.g. texts and praise notes sent home. Parents will also be informed of the winning House each week via the Devonshire Buzz.

Sanctions and Whole Academy Discipline Plan

Sanctions come into operation if a child chooses to break the rules. The School uses a tiered system for discipline. The tiers reflect certain behaviours and appropriate consequences. This prevents children being reprimanded by the same punishment for varying degrees of disruptive behaviour. The flow chart approach allows for the children to turn their behaviour around at any point and be praised as a result. Each Key stage has its own version of the tiered system. KS1 focus on self-reflection and ‘thinking time’ where as KS2 is aimed more towards on restorative practice and reconciliation.

We all share collective responsibility for behaviour and discipline and the vigilance of the staff in supervising the children plays a key role in maintaining standards. General guidelines are agreed through discussion and support materials are provided such as merit awards, files, diaries, tracking sheets etc. Rotas for teaching and non-teaching staff are drawn up to ensure that adults are available for playground, playdeck, stairs and door duty throughout the day and children are encouraged to be aware of this and to report any problems to the nearest responsible adult.

Teachers also use time with their classes to reinforce the academy’s moral code. This is often done through PSHE work (Personal, Social and Health Education), which includes ‘Circle Time’.

There is an expectation that pupils will complete assigned work in the time available in lessons and if not in their break times.

Lunch-Time

We have a team of Welfare Assistants who assume responsibility for the supervision of the children whilst they are eating their lunch, and a team of teaching assistants who supervise the children whilst they are outside, providing play activities. Members of the SLT and non-class based teaching staff monitor the school lunches every day. The school uses a hatch lunch service for the school dinners. The children are called in off the playground in their year groups and line up to be served. Pack lunches come in at the same time and are seated together.

The TAs have a miniaturised version of the tier system which they can use for discipline at breaks and lunch.

Recording Incidents

All class teachers keep a behaviour file in which records of problems or incidents are kept. Logging incidents is an important feature of our Discipline Policy as accurate records can indicate patterns of behaviour and inform future action.

In keeping with the principle of children taking responsibility for their actions, they are encouraged to write about incidents that happen from their perspective and to account for their behaviour if appropriate. They may also be asked to think about how their actions affected others, how to avoid the same thing happening again, etc. These accounts are dated and kept in the class behaviour file.

A Serious Incident Log and a Positive Handling File are also kept centrally.

The school uses an online form for more serious forms of behaviour. This information can be collated and summarised to help identify what are the problem areas of our school and any trends in behaviour.

Detention and The Hive

As already indicated children may be kept in at playtimes or lunchtimes to account for actions.

Legal authority to detain pupils on disciplinary grounds after the end of the school session, without the consent of the parent is set out in the DFE document ‘Behaviour and Discipline in Schools’ Jan 2016. Whilst the Head teacher reserves the right to use this sanction, it will be applied sparingly and parents will be given written notice before the detention takes place.

The school has an internal exclusion provision called the Hive. The purpose of the Hive is to provide a safe and calming place for discipline and restorative practice to take place. The Hive is used during breaks and lunch for children to spend minutes they have lost in class following the tiered system.

The secondary purpose of the Hive is to provide an isolation room for the children whose behaviour is so severe that they need removing from class for a predesignated period, again using the tiers for guidance. The children will be expected to complete the work that is being done in class and partake in both written and oral restorative work around their behaviour and ways of improving it. The Hive is open to everyone and can be used as a calm down room for children who feel they need support with their behaviour. This is seen as taking ownership of their behaviour and is to be encouraged.

The rules of the Hive and expectations of the school are to be reinforced while the child is here. The child will be encouraged to reflect on what has happened and how to repair the situation. The school has a responsibility to identify certain ‘trigger points’ in and around school in order to best support our students and nullify any recurring issues.

Restraining Pupils

DFE document Behaviour and Discipline in Schools Jan 2016 identifies the powers of school staff to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- A number of staff are trained in Positive Handling and should be sent for if a child needs restraining/removing from class. There are also support staff in most year groups who are trained. Teachers have the authority to restrain in the above circumstances if help doesn't arrive.

Confiscation of Inappropriate Items

The Academy reserves the right to confiscate inappropriate items and exercises its powers to search without consent for prohibited items as detailed in the guidance on page 11 of the DFE document Behaviour and Discipline in schools Jan 2016.

Extreme or Persistent Unacceptable Behaviour

The 'Severe Clause' referred to in the Classroom Discipline Plan will be invoked in cases of extreme or persistent unacceptable behaviour. Parents will be notified and co-operation sought in addressing the problem. Strategies agreed between school and parents will vary according to individual circumstances but may include:

- Behaviour modification programmes with specific targeting (Individual Behaviour Plans working alongside PSPs).
- Home/school diaries.
- Loss of privileges – e.g. playtimes.
- Lunchtime exclusions
- Isolation and seclusion

Devonshire has adopted a policy whereby a child (who has been frequently disruptive and has displayed extreme behaviour) can be placed in area away from the other pupils. A member of staff sits with the child spending time on completing work from class and, where possible, using the time as constructively as possible. However, the member of staff in charge can determine what pupils may or may not do during the time they are in isolation.

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Care is given to ensure the health and safety of the pupils in relation to pupil welfare and safeguarding.

Response to these measures will be closely monitored, usually by the school's SENCO. In some cases help may be sought from the Student Support Team or a referral made to the Education Psychology Service.

In extreme cases the Headteacher may have no further alternative than to exclude a child for a fixed period. The Education Act 1997 amended the law to enable Headteachers to exclude a pupil for up to 45 school days in any one school year. Parents will be informed and made aware that they can make representation to the governing body and the LEA about the appropriateness of the exclusion. The ultimate sanction the academy can adopt is permanent exclusion.

The Academy may choose to implement any of the recommended sanctions identified in the DFE document Behaviour and Discipline in Schools Jan 2016. (First 8 bullet points page 8).

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

The Academy may also place disruptive pupils in isolation away from other pupils for a limited period of time as identified in the above DFE policy page 12.

Bullying

This is a very emotive issue and one which is often the subject of considerable media attention. It is very important to distinguish between what is bullying and what may be day-to-day squabbling or over-exuberant play.

A bully is defined as ‘a person who uses strength or power to coerce others by fear’ and someone who ‘persecutes or oppresses by force or threats’. The HMI 2003 definition states: “Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.” This sort of behaviour will not be tolerated in school and every attempt is made to prevent it happening. Teaching and non-teaching staff have all been briefed to be vigilant in watching for signs and symptoms of bullying. Children are encouraged to tell a trusted adult if either they or their friends believe they are being bullied in any way. It is everyone’s responsibility to prevent bullying behaviour.

Please see the Devonshire Anti-Bullying Policy for more information.

Appendix 1

When defined bullying has been identified as taking place, the following steps can be taken:

Step one – interview with the victim

When the teacher finds out that bullying has happened she starts by talking to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step two – convene a meeting with the people involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three – explain the problem

The teacher tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

The teacher does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.