



Devonshire Primary Academy Behaviour Policy



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Person responsible for policy: Mr A. Brannigan

Behaviour

This Policy has been revised and updated through consultation and discussion and in accordance with DFE guidelines and Government legislation and is reviewed annually with staff and pupils. It reflects the values and philosophy of our 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 Academy, 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.

The Academy's Moral Code (Academy Values)

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 Academy, 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.

At Devonshire our values are; *Respect, Aspiration, Resilience and Excellence.*

Pastoral Care

We pride ourselves on being a 'listening Academy'; 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 report any concerns immediately to a member of staff, who will treat any problems disclosed 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 after classes have been dismissed to their parents. Appointments can be made for more confidential problems 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, pupils and parents -referred to in our Code of Conduct - is very important if we are to work together in a positive way.

Pupil transition arrangements include review meetings where information can be shared at the point of entry or exit to the Academy e.g. Preschool to Reception, non-routine admissions and Year 6 to Year 7 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'*.

Our whole Academy rules are *'Respect Yourself, Respect Each Other and Respect the Academy'*. We call these our *'Rainbow Rules'*.

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. Teachers must be consistent in the treatment of children; applying rules firmly and fairly. It will always be made clear to the children the reasons for any reward or sanction given.

Teacher discretion is encouraged when sanctioning children, especially with children with additional needs. Knowing our children's strengths and needs is something we pride ourselves on. Each child is individual and this will be considered when assessing the effectiveness of a reward or sanction.

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 (mentioned later in this policy), 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 Academy. 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.

Class Dojo is used by all classes to praise positive behaviour. This is an online system accessible by all teachers to reward good behaviour and communicate this with parents who register to view.

We believe this is a key way of communicating with parents who can share in their child's successes.

A system is in place to reward children who achieve milestones, with badges to wear, displaying to others their pride in their good behaviour, hopefully encouraging others to aspire to better behaviour. (See appendices for badge sequence.)

All children and staff are allocated to a 'House' (Earth, Wind, Water, Fire) and good behaviour and achievement is celebrated in a weekly presentation of the house trophy. Points for manners, work ethic, kindness etc. are allocated on Class Dojo, which feed into the house groups.

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. 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 Local Authority.

Our sanctions are administered in a fair and structured way, based on our whole Academy tiered system (see appendices). Sanctions can differ depending on the child's needs, for example a child with special educational needs may warrant a different sanction, appropriate specifically to take into account their personal needs.

Rewards

House System

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

A good system is seen by all to operate fairly. It involves meaningful recognition of achievement, behaviour 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 four houses: Earth (green), Fire (red), Water (blue) and Air (yellow). There are staff leaders of each House and also House Captains elected from Year 6 children.

The total merit marks given to each House each week is announced in the 'Star of the Week' 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. personal electronic messages sent to parents via our Academy app and praise notes sent home to parents.

Half-termly reward trips/celebrations take place to reward the best behaved children from each class. These include; cinema trips, film afternoons, trampoline park trips and Summer BBQ.

Sanctions and Whole Academy Discipline Plan

Sanctions come into operation if a child chooses to break the rules. The Academy 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', whereas KS2 is aimed more towards 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, play-deck, stairs and door duties 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 values. This is often done through PSHCE work (Personal, Social and Health, Cultural Education).

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 lunch times every day. The Academy Bistro Service for the dinners involves the children being called in off the playground in their year groups to line up to be served. Children with packed lunches from the same year group that is being called come in at the same time and are seated together.

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 Behaviour 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 and how to avoid the same thing happening again etc.

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

Detention

As already indicated, children may be kept in at playtimes or lunchtimes to account for their actions when they have behaved badly.

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 Headteacher 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 Academy has an internal exclusion provision at lunchtimes. The purpose of this is to provide a safe and calming place for discipline and restorative practice to take place. Class teachers may also remove playtimes if necessary.

Our dedicated team of Learning Mentors also provide a lunchtime club that caters for children who struggle with the social aspects of playtimes. Our sensory room is also used for children who have particular difficulties during the day due to additional needs. We believe that by nurturing and teaching children how to interact/play in small groups we pre-empt opportunities for children to fail.

The Academy rules and expectations are to be reinforced while the child is in our care. The child will be encouraged to reflect on what has happened and how to repair the situation. The Academy has a responsibility to identify certain 'trigger points' in and around the building and playgrounds in order to best support the children and nullify any recurring issues.

Restraining Pupils

The 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 our 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 in positive handling. 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 the Academy 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 an area away from the other pupils. When this happens, a member of staff sits with the child spending time on completing work from class and 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.

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

Response to these measures is 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 below.)

- 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.
- 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 same DFE policy on 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 our Academy 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.

Our Academy works closely with Blackpool 'Headstart', working on resilience. We utilise our 'Resilience Committee' who work to improve opportunities for children in our Academy. We have trained peer mentors available at playtimes who advise, support and listen to children who have problems and help them produce a plan to make things better.

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

Success for All (Getting Along Together)

As part of our whole school adoption of Success for All (SFA) all children take part in 'Getting Along Together' sessions, where they are encouraged to;

- Actively listen to others
- Work cooperatively
- Identify conflict and conflict resolution strategies

These strategies are consistently referred to and children are encouraged to use when the need arises.

Behaviour Tiers

Low level behaviour is disruptive interruptions that require the teacher/TA to remind the pupil about our school behaviour expectations:

- Tapping
- Disrupting others
- Getting out of seat
- Swinging on chair
- Off task behaviour
- Purposefully damaging equipment
- Shouting out
- Name calling
- * Interrupting teacher
- * Not finishing work
- * Wandering in class
- * Wasting learning time
- * No reading book
- * Forgetting homework

Teacher's discretion

This behaviour is to be addressed at the discretion of the class teacher.

- Supervised loss of break
- Finishing work
- Restorative work with teacher
- Time out in parallel class
- Letter of apology

Mid level behaviour is disruptive and prevents other pupils from learning or my teacher from teaching:

- Answering back
- Using rude or offensive language
- Lying
- Refusing to follow instructions or finish work
- Antagonising other pupils/staff
- Stealing

Speak to parents

- Refer to year leader (Report Card)
- Refer to phase leader (Report Card)

Extreme levels of behaviour put either myself, other pupils or staff in immediate danger.

- Purposeful damage of school property
- Leaving class without permission
- Being physical with pupils or staff

Immediate removal to Hive

Detention

Exclusion

Time spent in The Hive will be at the discretion of SMT and Hive staff. The purpose of The Hive is to resolve any issues and enable the pupil to access their learning as soon as possible. Continuing Extreme behaviours will result in a Behaviour Support Plan being written and support from parents and external agencies being sought.

Listen

- I am a good listener.
- I track other speakers when they are contributing to class discussion.
- I use the A.B.C. strategies respectfully.

Effort

- I try my best in all that I do.
- I show resilience and never give up, even when times get tough!

Achieve

- I take pride in every piece of work.
- I challenge myself to be the best that I can be!
- I celebrate the achievements of others.

Respect

- I show respect to myself, others and our belongings.
- I hold open the door for others.
- I remember to use my manners at all times.
- I travel around school quietly and sensibly.
- I respect our local community.

Neat

- I wear my full school uniform and the correct PE kit.
- The work that I produce is of the highest standard, reaching the High Five expectations.

Enjoy

- I always wear a smile.
- I always help others to find their smile!

Ready

- I arrive at school on time.
- I eat a healthy breakfast as part of a balanced diet.
- I am ready to learn: equipped with my reading book, school planner and PE Kit.



The best that we can be!





High Five Presentation!

Create work to be proud of!

1. Take care with your handwriting: form all of your letters correctly and remember to sit your letters on the line!

abcdefghijklmnopqrstuvwxyz

2. Spell the date and WALT correctly.

DUMWUM

3. Use a ruler accurately for underlining the date and WALT as well as drawing straight lines.



4. Stick in all sheets neatly, ensuring that all four edges are stuck down carefully.

5. Edit and improve your work neatly using your purple pen of progress!



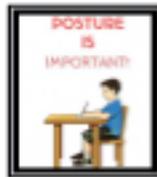
The best that we can be!



High Five Presentation!

Create work to be proud of!

1. Sit up straight.



2. Hold your pencil correctly.

3. Use your helper hand.

abcdefghijklmnopqrstuvwxyz

4. Take care with your handwriting: form all of your letters correctly and remember to sit them on the line.

5. Edit and improve your work neatly using your purple pen.