

Tiverton Academy



Behaviour Policy 2023-2024

To be reviewed Annually

AUDIENCE

This policy is to be used by all members of staff, governors, pupils and parents of Tiverton Academy

KEY POINTS

This policy is written in line with the DFE Guidance 'Behaviour and Discipline in schools' January 2016. The guidelines outline the following points;

- o Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- o The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- o Head teachers, 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.
- o Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Power to use reasonable force

- 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.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

- Please see additional advice at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Trained 'Team Teach' staff use techniques and guidance in line with their training where necessary.

Training completed July 2021 (to be updated July 2024)

Pupils' conduct outside the school gates – teacher's powers

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"
- **Teachers may discipline pupils for:**

Misbehaviour when the pupil is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

AIM

This policy is in place to ensure that:

- Children have the right to learn and teachers must be enabled to teach them.
- This Academy believes that all pupils can behave if they choose to and that a few pupils, who have specific needs, might need more help to do so. *Good behaviour is expected.*

Whole school rules are followed;

- **Show respect to everyone**
- **Move calmly in and around school**
- **Listen to others**
- **Work hard and try our best**
- **Take care of our school and each other**
- **Use PATHS control signals to calm ourselves down**
- **Think about and use our Value Words**
- **Use KiVa support strategies to resolve bullying incidents (see KiVa manuals 1&2)**

EQUAL OPPORTUNITIES

Tiverton Academy will continuously strive to ensure that everyone in the Academy is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

PROCEDURES

Teachers and Staff should:

- Have high expectations
- Give liberal praise
- Take a clear leadership role in the classroom
- Be firm and non-confrontational
- Target behaviour, not the pupil
- Use conflict resolution approach to resolve conflict (6 steps displayed in classrooms)
- Use private rather than public reprimands **(no child's behaviour or actions should be discussed between staff in front of the pupil or any pupil audience)**
- Be fair and consistent, ensuring the "always" children are rewarded

- Regularly review and analyse their own classroom performance and learn from it. Seeking support from SLT where necessary.
- Listen and work with parents, and outside agencies to support behaviour
- Always give and expect to receive respect.
- Follow the school behaviour policy and not have their own rewards and sanctions - a whole school reward system will be discussed and finalised during the Spring term.
- Ensure reasonable adjustments have been made for identified vulnerable children and those with SEND. We recognise that each child is an individual and additional needs will be taken into consideration when applying the behaviour policy.
- Follow the actions on an IBP for children with specific behaviour needs and refer to one page profiles for identified children. One page profiles should be available for all staff working in your classroom e.g. supply/cover staff.
- Use the Kagan stop command of raising one hand to gain children's attention and signal that it is time to stop.
- Use a calm but firm voice when talking to the children. Please remember, we are a **no shouting school**.

Parents can help by:

- Having high expectations of their child's behaviour
- Supporting school policy
- Making an appointment to discuss concerns with; (in the following order)

The Class Teacher - in the first instance

The Assistant Principal

The Inclusion Team

The Vice Principal

The Principal

- Listen to the School's point of view
- Always give and expect to receive respect

Children should:

- Have high expectations of their own behaviour
- Know that they will be treated fairly and consistently
- Follow the school rules
- Always give and expect to receive respect

- know that all behaviour incidents will be dealt with sensitively, taking into account their individual needs and dealt with privately away from other pupils
- Use conflict resolution approach to solve conflicts
- Use PATHS control signals to calm down

REWARDS Y3-Y6

- Verbal Praise
- Congratulations Assembly -behaviour and work

A whole school reward system will be discussed and finalised during Spring term.

SANCTIONS Y2-Y6

1. **Verbal Warning and any teacher strategies appropriate to the child's needs and age. The primary aim is to have clear classroom boundaries, well established positive relationships and an understanding of 'why' a child may be behaving in this way. Teachers or TAs should complete the Signs of Safety exercise (3 houses) where a deeper understanding of the child's circumstances may be beneficial.**
Dealing with behaviour within the classroom is crucial in minimising any escalation of behaviour and minimising the need to move on to any of the following steps. The ultimate aim is for the child to remain in the classroom environment and for any issues to be resolved there. Discussions with parents may take place at this stage with the class teacher.
Children who persistently find it difficult to follow classroom rules and boundaries should be discussed with the Inclusion Team and a plan of action will be put in place and reviewed regularly (parents will be informed of the plan at this stage
2. **Ten minutes "time out" with the Assistant Principal.** Children MUST NOT be placed unsupervised in the corridor outside of the classroom.
 If a child needs to miss a few minutes of break or lunch, they will go outside with the class and have time out on the bench. No child should miss the whole of their break or lunch time. If behaviour persists, Assistant Principal will discuss with the Inclusion team or Vice Principal

the suitability of the child being placed on report. If the decision is made to place the child on report parents will be informed.

3. **Referral to the Vice Principal** If behaviour does not improve (Principal sanctions apply appendix 2) AP or Inclusion Team to discuss with the Vice principal the suitability of the child being placed on report. If the decision is made to place the child on report parents will be informed.

- **Please see behaviour sanctions amendment in the Covid appendix A**

If poor behaviour occurs at play time or dinner time, the members of staff on duty should deal with the incident in the first instance in the same way as detailed in point 1 above.

Conflict resolution approaches should be used in order to help sort out disputes. Children who are showing aggression to other children, being disrespectful to staff or generally need to cool down should be taken by an adult to the Pastoral Care Lead.

If poor behaviour occurs during out of school clubs or activities the child will not be permitted to attend the club.

SEVERE CLAUSE

If a child...

- WILFULLY inflicts physical or emotional harm on another child
- WILFULLY destroys property
- CONTINUALLY refuses to do as he/she is told
- Persistently behaves in a way that stops other children from learning.
- Brings a dangerous weapon into school
- Persistently uses racist/homophobic language

He/she will be taken to the Vice Principal/Principal immediately

In the case of Bullying incidents

Tiverton Academy takes a Zero tolerance approach to Bullying. All bullying incidents will be taken seriously and dealt with appropriately to ensure it stops.

If a case of bullying has been referred, the KiVa team will work with both the victim and the perpetrator(s) and parents to provide a package of intervention and support.

Bullying or Harassment on the grounds of Gender/Race/Disability/Homophobia

Any of the above must be dealt with in a sensitive but proactive manner. If it is suspected that bullying may be taking place this will be referred to the KiVa team who will then complete the KiVa forms. The incidents will be recorded in the Behaviour File kept in the SLT office and on My Concern.

Child on child abuse -

Child-on-Child Sexual Violence and Sexual Harassment

We recognise that peer on peer abuse can manifest itself in many ways as outlined further in KCSIE paragraph 32 to 34. All forms of child-on-child abuse are unacceptable and will be taken seriously. All staff are advised to maintain an attitude of 'it could happen here' and remain vigilant.

We recognise sexual violence and sexual harassment can occur between two children of any age and sex including those of primary school age within school, outside of school and/or online. They can occur online and face to face (physically and verbally) and are never acceptable.

The Trust and academy will create a protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated. Staff have been trained on how to manage a report of sexual violence or sexual harassment, including measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe.

We will follow the statutory guidance in KCSIE, 2023 relating to how to respond to all signs, reports and concerns of child-on-child sexual abuse.

Early Years Foundation/ Key Stage 1 (R -Y2)

This phase will take the conflict resolution approach. Where possible all behaviour issues will be managed within the phase. When this is no longer possible, (see behaviours noted in the severe clause), the Vice Principal will be informed and parents will be invited into school for a meeting where other professionals may be invited to plan a package of support. The usual behaviour procedures will then follow.

Monitoring of behaviour

- Incidents will be recorded on My Concern
- Behaviour will be monitored by the AP or Inclusion Team if a child is put on report. The child will report daily and at the end of the week to discuss the outcomes of the report card and any support strategies needed. At this point, parents MUST have been informed that the child is on report.
- Where a child has remained on report for two weeks, the Inclusion team will discuss further action with the Vice principal. (Appendix 2).
- Following two unsuccessful reviews of a IBP, External support will be sought

MONITORING OF THIS POLICY

Implementation of this policy will be monitored by the Senior Leadership team

REVIEW

This policy will be reviewed annually. Next review date September 2024.

Appendix 1 Role of the Assistant Principal

The Assistant Principal will

- Give liberal praise

The AP reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

To reinforce the consequences the AP will

- Give a verbal warning and record the incident on My Concern
- Decide if the child's behaviour warrants keeping them in at playtime or a lunchtime detention.
- Decide whether to put the child on report and ensure that the parents are notified.

If behaviour does not improve the AP will

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher, parent to identify strategies for improvement which might include the Inclusion Manager/Pastoral Care Lead (APPENDIX 4)

If behaviour still does not improve the AP will

- Refer the child to the Vice Principal

The Assistant Principal will

- Monitor daily any child who is put on report and liaise with parents.

Appendix 2 Role of the Vice Principal

The Vice Principal will

- Give liberal praise

The VP reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

To reinforce the consequences the VP will

- Give a verbal warning and record the incident on My Concern
- Decide if the child's behaviour warrants keeping them in at playtime or a lunchtime detention.
- Decide whether to put the child on report and ensure that the parents are notified.
- Devise a further plan of action with the Inclusion Team for children who have been on report for 2 weeks.

If behaviour does not improve the VP will

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher, parent to identify strategies for improvement which might include the Inclusion Manager/Pastoral Care Lead (APPENDIX 4)

If behaviour does not improve the VP will

- Devise a Behaviour Improvement Plan in consultation with Inclusion Manager/Pastoral Care Lead, parents/carers
- Where appropriate, involve outside agencies

If behaviour still does not improve the VP will

- Refer the child to the Principal

Appendix 3 - The role of the Principal

Give liberal praise

- Give liberal praise

The Principal reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

1. **To reinforce the consequences the Principal will**
Record any children referred to her on My Concern and review any previous actions taken considering outcomes.
2. **If behaviour does not improve the Principal will**
Send a letter home or make a phone call asking to see the parents
3. **If behaviour does not improve the Principal will**
Consider whether an internal exclusion is appropriate
4. **If behaviour still does not improve the Principal will**
Exclude the child from school for 1 day. (During exclusion the child is not permitted on school grounds)
5. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (2 days)
6. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (5 days)
7. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (15 days) and refer the case to TEFAT
8. **If behaviour still does not improve the Principal will**
Refer the child to TEFAT and seek permanent exclusion

In the absence of The Principal the VP will have delegated authority to carry out any of her duties

If a child is issued with a fixed term exclusion they are required to attend a reintegration meeting with their parents. This meeting may include other staff who work with the child. At this meeting clear expectations for future behaviours will be set, with actions agreed by all parties.

Appendix 4 –Internal Support

THE ROLE OF THE INCLUSION MANAGER/SENCO

If a pupil has been referred to the SENCO, the SENCO should...

1. Observe the child in class and provide appropriate support.
2. Where necessary seek support from the outside support agencies to identify triggers and recommend interventions.

Often pupils with poor behaviour have associated learning needs, the learning needs of the pupil will also be identified and the SENCO will...

1. Liaise with the Class Teacher
2. Ensure the pupil's needs are included on the whole school provision map.
3. Ensure lessons are adequately differentiated and the environment is appropriately set up.

THE ROLE OF THE PASTORAL CARE LEAD

Pupils may be referred to the Pastoral Care Lead for demonstrating poor behaviour

- The Pastoral Care Lead should work with the pupils, class teacher and the parents to identify possible triggers for poor behaviour
- Interventions should be put into place to modify the pupil's behaviour including referral to Music Therapy if necessary.
- Ensure identified children benefit from Signs of Safety (3 houses) being completed by the class teacher or TA.
- Supervise any internal exclusions and detentions.