



Behaviour Policy

About this policy

Date of last review: 1.4.2018
Date of next review: 1.4.2021

Introduction

At Inkersall Primary Academy, we aim to create a positive learning environment where relationships are based on mutual respect and self-discipline. All staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

Successful behaviour management depends upon consistently reinforcing the positive behaviours that inspire SMART values, with clear and consistently applied sanctions for those who make a choice not to follow our expectations.

The behaviour policy is designed to:

- ensure appropriate language and behaviour throughout the school;
- encourage and praise greater effort and motivation in both work and behaviour;
- ensure a consistent whole school approach to discipline by all the staff in the school;
- ensure that parents are informed and are aware of disciplinary procedures;
- provide a system of rewards to encourage good behaviour;
- ensure a safe, caring and happy environment;
- promote good citizenship;
- promote self-discipline;
- prevent bullying.

SMART values

SMART stands for:

- **S**et out to succeed
- **M**ake each day count
- **A**ccelerate progress through independent learning
- **R**espect ourselves, the school and the wider community
- **T**ogether, we aim high

The school is committed to supporting and implementing the Trust Equal Opportunities policy. The staff and pupils recognise the personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.



SMART expectations

Governors, staff and pupils have agreed the SMART expectations as part of maintaining a positive learning environment. SMART posters are displayed in classrooms and around the school, and all adults working or volunteering within the school are expected to model SMART behaviours every day. Pupils are expected to follow the SMART behaviour standards at all times.

Members of the school community will work towards the school aims for positive behaviour management by:

- displaying SMART standards and the rewards and behaviour mountain in every classroom and ensuring that they are referred to regularly by staff;
- ensuring that pupils fully understand what SMART behaviours mean and how they are evidenced;
- Applying the Behaviour for Learning expectations, rewards and sanctions consistently and fairly
- Developing and applying strategies to promote acceptable behaviours
- Ensuring that teaching and learning are of a good or better standard and that lessons are well prepared for
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Fostering a sense of belonging and pride in the school community
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Working as a team to implement the policy and support and encourage each other
- Rejecting bullying and harassment in any form

Rewards

All members of staff are responsible for the behaviour of children around school and in lessons. The most effective way to encourage the conduct we wish to see is to praise and encourage positive behaviour. There is an expectation that when staff witness positive behaviour, it should be rewarded, including through the award of Class Dojo points which can be used to earn rewards across the school. In the same way, if a member of staff witnesses inappropriate behaviour, they are expected to challenge it and to outline how positive change could be achieved under the terms set out in this policy.

Class Dojo Points

Green Class Dojo points are awarded for all positive attitudes and learning behaviours. Positive behaviours include:

Playground:

- learning to resolve issues independently and appropriately;
- not following the crowd, but acting as a role model;
- making sure everyone else is able to enjoy playtime;
- playing with children that you wouldn't always play with, making sure everyone is included;
- making the right choices to promote community values and a good playground experience;
- resolving our own problems and helping others to do the same;
- sharing and including wherever possible.

Dining Hall:

- Collecting cutlery and tidying away. Sharing our learning with others;
- waiting patiently and talking quietly to friends in line;
- being helpful to other children and helpful and respectful to adults;
- trying foods you have never tried before – you might like it!
- Being social – sitting with children you wouldn't normally sit with and making sure everyone is included;



- showing good table manners and clearing away mess;
- using our inside voices so everyone can be heard;
- speaking politely and being friendly to everyone.

Classroom:

- taking responsibility and having ownership of our learning. Completing homework projects and using toolkits and other learning resources as we are asked;
- co-operating and including each other so we can be the best we can be;
- showing resilience – not getting upset, perseverance –keep trying, positive encouragement from peers;
- check work and recognise where you are showing progress. Keep on trying!
- treat others as you would like to be treated, respecting equipment and others. Remember we all have rights and responsibilities
- Encourage each other to do our best.

Assembly:

- being a role model, taking in what is being said and showing it through actions in the week;
- celebrating each other's successes;
- showing engagement – listening to what is being said – and appreciating others achievements;
- act as a role model – we are all leaders;
- listen carefully to anyone who is talking. Celebrate successes the 'Inkersall Way'; and
- help others to make good choices

Going in and out of school:

- sharing learning with peers and adults, being prepared. Settling down quickly, ready to learn;
- arrive on time and leave in a sensible manner every day;
- come into school with a positive attitude –'today will be a good day!'
- be responsible and respectful of your own belongings and those belonging to others;
- remember every day is a fresh start;
- represent the school and make Inkersall proud;
- make sure everyone is together, looking after classmates, and ensuring we are all happy and achieving.

Consequences

Orange class dojo points are awarded for all behaviours which do not support our achievement. Unacceptable behaviours include:

- lack of respect;
- disruption to learning;
- violence;
- threatening behaviour including bullying;
- causing deliberate damage to property;
- discrimination;
- non co-operation; and
- leaving the classroom without permission

All behaviours contrary to expectations will be considered unacceptable in school. It is the role of all adults working in our school to consistently challenge all aspects of unacceptable behaviour: however, where such challenge results in a positive change in a pupil's conduct this should be acknowledged by the adult.



Where conduct does not improve following a challenge made by an adult a range of sanctions should then be applied including:

- One mark: a final warning (including a rule reminder).
- Two marks: 5 minutes thinking time within class with targeted support if necessary.
- Three marks: 10 minutes thinking time in partner class, monitored by the partner class' teacher.
- Four marks: 15 minutes reflection time during break or lunchtime, teacher supervised. Pupils will be given a Better Ways box to complete and reflect upon.

More serious breaches of behaviour may constitute more than one orange mark and can result in Reflection Time or use of the calm room where appropriate. Violence always results in an immediate reflection.

Deterioration of behaviour or specific incidents should be recorded and shared with appropriate Phase Leaders and the Team Around the Child (TAC). The TAC team meets weekly and includes the Behaviour Lead, SENDCo, Pupil and Parent Liaison Manager, Director of Nurture and Attendance Officer. This ensures a coordinated, consistent approach for our children.

Each member of the team brings a list of children they are concerned about, including children who are below 90% green dojos, persistent absentee children, and other children who have raised concerns. In conjunction with class teachers, the team will devise strategies to ensure an improvement in behaviour and well-being for the child. These strategies are then reviewed the following week.

If a child receives two or more reflections in one week, they are placed on a four-week behaviour contract which specifies the behaviours that are expected of the child. This contract is reviewed weekly by a member of SLT.

It is the responsibility of the staff to implement these sanctions consistently whilst acknowledging that there may be times when staff have to use their discretion. Serious incidents may require staff omitting previous steps.

Out of school applications of the behaviour policy

The behaviour policy applies when the children are:

- on school premises including before and after school hours;
- in the immediate locality of the school in the time leading up to the start of the school day or following the end of the day;
- off site on an arranged educational visit;
- wearing the school uniform so representing the school.

Behaviour that will not be tolerated

Inkersall Primary Academy is an inclusive school that has demonstrated a commitment to working supportively with parents and families to establish and maintain the highest possible standard of discipline and behaviour: however, pupils, parents, carers, and staff should be clear and consistent in the messages that some behaviours will not be tolerated. This include:

- swearing
- acts of violence
- bullying
- wilful damage
- acts causing significant disruption to learning



The school reserves the right to exclude any pupil responsible for such behaviours if senior staff and members of the local governing body consider exclusion including permanent exclusion to be within the range of reasonable responses.

Any decision to exclude will not be taken lightly and will be in line with Academy, Local Authority and Department for Education regulations.

Exclusion

Permanent exclusion is a last resort used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.

The exclusion process

In considering a permanent exclusion, the Principal and local governing body will take account of the guidance by Derbyshire County Council and the national framework documents.

Parents/carers will be notified of the reason for the exclusion both verbally and in writing. If a child is on a fixed term exclusion, a meeting between the parents and the school will be arranged before re admittance. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record will be used to record the meeting. Where possible, the class teacher will be included in the re-integration meeting. A risk assessment may need to be carried out before the child is allowed to return to school. School work will be provided for any excluded child and the child will be expected to complete this work.

If the Principal and local governing body permanently excludes a pupil, they must inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal will make it clear to parents or carers that they can, if they wish, appeal against the decision to the governing body. The school must inform parents how to make any such appeal. The Principal must inform The Spencer Academies Trust, the Local Authority and the governing body of any permanent exclusion, and the Chair of Governors of any fixed-term exclusions.

Permanent exclusion appeal

In order to hear an appeal, the governing body will convene a discipline committee made up of three members. When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, any representations by parents or carers and the Trust (and Local Authority if permanent exclusion), and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Bullying

At Inkersall Primary Academy we aim to provide a caring, friendly environment for all pupils and staff. We believe that all children and adults have a right to feel safe, valued and anxiety free and that everyone working in and with The Spencer Academies Trust has a personal responsibility to ensure this is the case.



School expectations and policies on bullying are captured in the Anti-bullying policy, available from the academy website.

Physical Intervention

We will always endeavour to de-escalate and contain any emerging behaviour need before it can result in the requirement to physically restrain a pupil. The physical restraint of a pupil is always a last resort when all other de-escalation techniques have failed and the pupil is or is in danger of harming themselves or others.

This is ensured by:

- ensuring all adults to be working with a child are briefed on all tasks or activities for the session before the session begins in order to discuss any foreseen triggers;
- knowing the children and their triggers;
- adapting to the needs of each child in each situation at that time.

Staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the governors on a termly basis if physical intervention has taken place. The school also has in place a positive handling policy and procedures for recording of incidents.

Monitoring

The Principal and school Senior Leadership team are responsible for continuously monitoring behaviour standards throughout the school. All bullying incidents are logged and reported to the full meeting of the local governing body each term.