BARWELL ACADEMY

CHURCH OF ENGLAND

BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME

The Great Barwell Compass

Behaviour policy and statement of behaviour principles

Love thy neighbour in a flourishing school community.

Approved by:	Victoria Newman	**Date:** August 2023
Last reviewed on:	April 2024	
Next review due by:	August 2024	

1. Aims

This policy aims to:

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

> Outline how pupils are expected to behave

> Identify any safeguarding concerns that are the root of any unacceptable behaviour

> Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

> Outline our system of rewards and sanctions

> Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools

> Searching, screening and confiscation at school

> The Equality Act 2010

> Keeping Children Safe in Education

> School suspensions and permanent exclusions

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Our approach

We want every child and adult within our Barwell Family to feel safe and to be safe first and foremost. Our school should be a haven where there are high levels of respect surrounded by positive attitudes. Our children should behave well and have high levels of self-control and not disrupt lessons or the day-to-day life of the school. We want to enable our whole school community to flourish. We understand that for this to happen, our children need explicit high expectations understood by every member of staff who works in our school and a lot of love. We understand that these expectations need to be taught explicitly and progressively throughout school. We need to have a shared language and consistent approaches. We would describe our approach to behaviour as being:

'high expectations for everyone with a lot of love to support children to achieve these expectations'

4. Our expectations

Our whole school Behaviour Expectations are very simple but cover all aspects of school for adults and children. They focus around the ABCs which are:

A = **accepting** the challenge

B = being the **best** version of yourself

C = working on **character**

We feel that the ABCs are a fundamental approach for all of our school community to get on well with each other and work towards achieving our vision for our school. Below sets out what our ABCs look like:

Accepting the challenge: we all know that we find different aspects of school life challenging throughout the day, this will be different for each member of the school community and change day by day depending on what is happening in our lives. We ask that every member of our school community faces challenges with an open mind and a growth mindset. We may not be able to complete a challenge…yet. For our children, this may range from being challenged within the classroom academically or in more social situations. We ask that we all face challenges with a 'can do' attitude rather than focusing on the negatives.

Being the best version of yourself: we believe that the person that you need to get better than is you. If you approach every day with the belief that you can be better than the 'you' from the day before, we will always be making progress towards our goals. Being the best version of yourself is about exhibiting good character even when no one is looking.

Working on character: we use our Academic, Values and Emotional Well-being characteristics as our guide towards improvement. This is a shared vocabulary used across the school so we have a shared understanding of what we are working on. Again, similarly to challenges, the characteristics

that we need to focus on will change day by day and even lesson by lesson. Some children will find particular aspects easier than others and this can be affected by things that happen outside of our school community.

Ready to learn:

We expect all of our children to be ready to learn in lessons. We use **SPLAT** to help reinforce this:

S: sitting up straight

P: having good posture

L: listening

A: answering questions

T: track the talker/words

It is important that children have good posture in lessons and that they sit ready to learn. This includes sitting up straight with their legs on the floor between the chair legs. Children should listen to the adult leading the learning at all times or to other children who are explaining their ideas. When questions are asked, it is important that children are keen to share their ideas or respond to an adult. One of our fundamentals across the school is that children 'track' the talker. This means facing the person who is talking to them and looking at them. This may be the adult leading the learning or their peers. If there is reading in class, children will track the words. If the words are on paper in front of the children, they will use the non-writing end of the pencil. This will quickly enable them to turn their pencil around if they are required to circle, underline or make notes about the text.

Travelling around school:

All members of our school community should walk in school on the left hand side of the corridors. Children should be in a line, one behind the other, facing the front, have their hands out of their pockets and be silent.

Flourishing Foundations:

To support **all** staff to promote the positive behaviours we expect to see, we have a standardised approach to how staff achieve this. These are our Flourishing Foundations: ACT

A: Attention:

1. **Waiting**: When wanting attention from a group of children, the adult leading will choose a position within the space that makes it clear they are ready for the children to SPLAT. They will choose their body language carefully to signal their intent

2. **Requesting**: If not all children pick up on this request, the adult will say '3,2,1…and SPLAT'

3. **Thanking**: They will give out positive reinforcement to children who were quick to comply or chose to make the right decision

C: Correcting

1. **Anonymous**: If there is an individual/s who are not showing attention or are displaying undesired behaviour, the adult will use anonymous correction, for example, 'there is someone who is not tracking'

2. **Non-verbal**: If whole group attention is still not achieved or undesired behaviour is continuing, the adult will use non-verbal corrections such as looking at the individual or tapping a desk. For children who may struggle to identify nuanced non-verbal cues their name and a very clear request should be used, 'Name, please track me'

3. **Initials**: If there continues to be non-compliance, the individual's initials should be recorded on the board

4. **Sanction**: If the undesired behaviour continues, the adult should issue a sanction and explain why the sanction is in place. If the behaviour is disrupting the learning of the group or is serious misbehaviour, then a radio call for 'triage' should be placed

T: Travelling

1. **Attention**: The group's attention should be sought using Attention Steps

2. **Expectations**: Our expectations should be explicitly set out: 'In a line. One behind the other. Facing the front. Hands out of pockets. Silence please.'

3. **Checking**: The adult should stop the line at strategic points to ensure the expectations are being upheld

4. **Correcting**: Any unwanted behaviour should be addressed using Correcting Steps

Our Flourishing Foundations are the cornerstones to help us to achieve our expectations and allow adults to teach and keep children safe. For a small number of children, reasonable adjustments to our procedures will need to be put in place to enable them to achieve our expectations. Where this is necessary, children will have a 'Cheat Sheet' that is co-created with them. Staff need to be familiar with the Cheat Sheets of any children that are in a group that they are leading.

Below details what we believe constitutes misbehaviour and serious misbehaviour. Most misbehaviour will be dealt with by the adult leading a group. Serious misbehaviour will be 'triaged' so that a member of the Senior Leadership Team can support. However, a member of the SLT will always be available to support staff with dealing with behaviour if required.

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork

> Poor attitude

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers/Vapes and e-cigarettes

- Fireworks

- Pornographic images

- Mobile phones without a school contract/that have not been handed at the beginning of the day

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. All incidences where there is a report of bullying or suspected bullying will be recorded on a concern form and passed to the Senior Leadership Team to investigate and deal with. Bullying, harassment and violence will never be tolerated.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils..

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

The headteacher will ensure that the data from the behaviour log is reviewed on a monthly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy. They will

work with the Barwell Behaviour Team to review groups and individual children's needs and the effectiveness of interventions put in place.

6.3 Staff

Staff are responsible for:

> Implementing the behaviour policy consistently

> Modelling positive behaviour

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Recording behaviour incidents on CPOMs and on their class chart

> Delivering our self-regulation and emotional control curriculum

The Barwell Behaviour Team will support staff in responding to behaviour incidents.

6.4 Families

Families are expected to:

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

7. Praise and sanctions

It is important that the language used by all members of staff is cantered on our character words and our restorative language. We must be consistent in our approach at all times. It should be clear that our Expectations are the normal 'state of affairs' for our school. To this aim, we do not reward children for following our expectations. Our language though should be used to praise when we observe children upholding our expectations.

However, we do want to keep families as involved in their child's successes as possible. This is done through a range of ways:

7.1 Praise

Character Commendations: each week, two families from each class are invited to attend our online Achievement Assembly to share their child's successes in a particular characteristic

Headteacher Character Commendation: each week the Headteacher chooses one child from across school who has shown exemplary behaviour or has gone above and beyond in their character

Texts home: teachers send texts home to families to celebrate successes on a particular characteristic

Phone call home: teachers phone parents to celebrate success on a particular characteristic

Face to face: teachers see parents at the end of a day to celebrate success on a particular characteristic

Post card home: a post card is sent home to families to celebrate successes on a particular characteristic

Stickers: stickers are awarded to children who stand out in their progress towards a particular characteristic

Sending a child to another member of staff: children take their work to show their progress

Headteacher/Deputy Headteacher reward: children are sent to the HT or DHT to share their behaviour or effort.

7.2 Sanctions

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> A verbal reprimand
> Sending the pupil out of the class
> Detention at break or lunchtime
> Referring the pupil to a senior member of staff (by using our 'Triage' system)
> Letters or phone calls home to parents

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate
> Considered
> Supportive
> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report
> Carrying out risk assessments, where appropriate, to help determine whether to:
  • Manage the incident internally
  • Refer to early help
  • Refer to children's social care
  • Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil or member of the public

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

We believe in explicitly teaching our children how they should behave in and around school. Our expectations are shared regularly and consistently and understood by the whole school community. Our children are also taught to foster self-regulation and emotional control through The Zones of Regulation curriculum. Interventions are in place for children who struggle to regulate and the effectiveness of these interventions is monitored monthly.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the schools Expectations and SPLAT
- Develop a positive relationship with pupils, which may include:
  - Joining in with our children in our daily chant
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Removal from the classroom is not always used as a sanction – it may be that a child is not in the right zone for learning to take place.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow for a restorative conversation to take place with a senior member of staff
- To use tools to help regulation and emotional control

Pupils will be removed from the classroom for a maximum of 30 minutes.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. We use Boxall to assess their needs and devise a Behaviour Plan based on Boxall recommendations. The implementation of the Behaviour Plan will be monitored by the Barwell Behaviour Team on a monthly basis.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. A 'Cheat Sheet' will be co-created with a child to identify their needs and a plan to support them.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold inclusion meetings at the beginning of an academic year to discuss the individual needs of children within each class.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

All members of staff are trained in delivering The Zones of Regulation curriculum and in following this policy.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Anti-bullying Policy

Appendix 1: written statement of behaviour principles

> Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

> The behaviour policy is understood by pupils and staff

> The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances