Phoenix Infant Academy

Together We Soar

Name of Policy	Behaviour policy and statement of behaviour principles
Scope of Policy	This policy applies to all pupils at Phoenix Infant Academy
Approved by	Chief Executive Officer
Date of Approval	January 2020
Review period	Three Years
Review Date	January 2023

GROWING STRONGER TOGETHER

THAMES LEARNING TRUST

Contents

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

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](#)
- [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. Definitions

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
- Swearing
- Physical assault including hitting, kicking, pushing, spitting
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft

- Fighting

- Racist, sexist, homophobic or discriminatory behaviour ☐ Possession of any prohibited items. These are:

  - Knives or weapons

  - Alcohol

  - Illegal drugs

  - Stolen items

  - Tobacco and cigarette apers

  - Fireworks

  - Pornographic images

  - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Covid bullying

If bullying is suspected or reported, including any Covid-related bullying, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The CEO

The CEO is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

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

The Principal 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.

5.3 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

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

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

- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn

- Move sensibly around the school, walking at all times

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times

- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Returning to school post Covid-19: Additional and emphasised school rules

The existing school rules, as set out within this policy, continue to apply. Below are some explicit school rules, which apply during this time

- No spitting, coughing or sneezing, or pretending to spit, cough or sneeze, at or towards another person or another person's belongings.
- Hands must be washed and sanitised regularly and properly in line with school's guidance.
- Pupils of sufficient age and understanding are expected to ensure good respiratory hygiene – following the 'catch it, bin it, kill it' approach.
- Pupils of sufficient age and understanding are expected to ensure appropriate distance between themselves and other pupils and staff where possible
- Pupils must not to leave their individual work station or bubble without permission
- Pupils must only use their allocated toilet

7. Rewards and sanctions

Children will be taught that there are positive rewards for adhering to school rules and that there will be consequences for breaking them. Rewards of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.
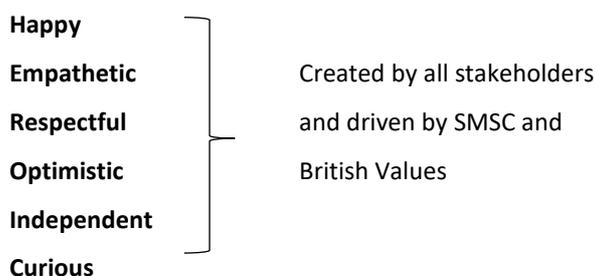
Children are praised and rewarded whenever possible in a variety of ways:

The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good work and behaviour through; verbal praise, positive comments on work, celebration of good work through display.

An award assembly is held every Friday and led by the Principal or a member of the SLT. These may also take place in classrooms, or via TEAMS virtual assemblies. This is a time where certificates and specific achievements are celebrated by the whole school. These cover a range of achievements such as good work, helpfulness, trying hard and being a good friend.

Hero Points

We have a Hero Point system, which is much like the traditional house point system seen in many other schools, however with a superhero theme to support the interests of the children as voted for via our School Councillors during its conception. It is based upon a daily policy of awarding merit 'Points'. Points should be logged on the Classroom Dojo site. When the children have finished their first term in Reception they are allocated a Hero team. If they have older siblings then they are allocated the same team, being either Avengers (red), X-Men (Yellow) or Fantastic 4 (blue). Through their own endeavours they can then earn Hero Points for their team. Stars are awarded for effort, and exemplary character based upon the 'HEROIC' Values:

Happy

Empathetic   Created by all stakeholders

Respectful   and driven by SMSC and

Optimistic   British Values

Independent

Curious

All staff award hero points including TAs, lunchtime leaders, admin staff, cleaners and the site team. During our reward assembly every Friday, names of pupils with the highest total of points in each class for that week are praised. The rest of the school 'twinkles' all the members of the winning hero team. At the end of the year a shield is presented to the Hero team with the most points.

Star of the Week

A 'Star of the Week' certificate is awarded for attitude, behaviour or for endeavouring to be HEROIC; we focus on children's effort rather than accomplishment. Individual teachers keep a record of the pupils who are awarded, to ensure all children receive certificates and that they are not always receiving awards for the same reasons.

Teachers' Award

A Teacher's award certificate is an academic reward, presented to a child that has tried really hard or achieved particularly well in a specific skill /developing a knowledge base within a subject. This is tracked by the teachers for coverage.

Principal's Award

A special Principal's award can also be given for a particular achievement or act of 'HEROICness'

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - 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

- Use the relevant sections of the School's Teaching and Learning Rubric to support the promotion of positive behaviour and engagement.

- Use the traffic light system for addressing wrong choices, see below:

Throughout the school all staff use the same language when talking about behaviour. All staff talk about making right choices and wrong choices to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes.

All classes follow a traffic light system for wrong choices and children know the consequences of not making the right choices. All staff in the school follow the same system (Reception class follows this from the spring term,) to ensure fairness and consistency, whilst further supporting transition between year groups.

The children are reminded of the consequences of not making the right choices and they are displayed in each classroom. All classes have a traffic light displayed in their room and when a child is put on a colour of a traffic light they attach their name onto the colour. The traffic light is used to escalate consequences up to red and also allows a child to move back down the traffic light by making right choices. When a child is on red of the traffic light the behaviour is recorded on CPOMS and the parents are informed. As soon as a child amends their behaviour, demonstrating the right choices, they are de-escalated down the traffic light.

Please see Appendix 3 which explains the consequences and traffic light protocol.

Any pupil who commits a breach of the school rules, including the additional and emphasised school rules set out above, may be sanctioned using the full range of sanctions set out in this policy, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Suspension or even exclusion from school are the ultimate sanctions in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying incidents, severe destructive behaviour or a child swearing at or hitting a teacher.

The school will seek advice from the SEBDOS if they have concerns regarding a child's behaviour or wellbeing and try and seek support and advice when a child is at risk of exclusion.

The decision to exclude a pupil for more than 15 days will be taken by the Principal, with advice from the CEO. Permanent exclusion decisions will be made by the CEO. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Board of Trustees. The CEO is informed, where applicable.

It is acknowledged by the school that many children may have particular emotional, social, medical or learning difficulties/needs which may, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The Inclusion Lead or SENDCo and class teacher may do this during regular discussions.

The Inclusion Lead/SENDCo may decide to inform outside agencies such as the educational psychologist or SEBDOS. An Individual Education/behaviour Plan can also be used to monitor behaviour closely each term.

In some instances calling an 'Early Help' meeting, which is attended by multi-professionals can offer positive and practical support and guidance for the pupil, parents and the school.

8.2 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 (see appendix 3 for a behaviour log)

8.3 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.

8.4 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.

8.5 Additional mitigating factors and reasonable adjustments returning post Covid-19

We understand that some pupils will return to school having been exposed to adversity, including bereavement and long-term anxiety. Their experiences during lockdown could culminate in an increased prevalence of social, emotional and mental health (SEMH) concerns. We also understand that for some students with special educational needs and disabilities (SEND) their provision may have been disrupted during partial school closure and this may have an impact on their behaviour. Some children will need additional support and access to services provided by educational psychologists, social workers, and counsellors. These factors and each pupil's individual needs will be taken into account when applying rewards and sanctions, in line with the school's SEND, Whole School Equality and Disability policies.

Leaders will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments will be made as appropriate.

8.6 Proactive risk management

We understand that proactive risk management will reduce potential for poor behaviour. We will make intelligent use of our data using behaviour risk registers to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours.

8.7 Behaviour outside of the school gates

This policy applies to all pupils at this school when they are in school, and in some circumstances, at the discretion of the Principal, when they are out of school including when at the school gates and when entering and leaving school.

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 transition meetings.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process. Staff receive training on the proper use of restraint where required.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and CEO every 3 years. At each review, the policy will be approved by the Principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- 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

- This policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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 Board of Trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: traffic light protocol

'Wrong-Choices'
Consequences in the classroom

I am working hard in class following all of our Class Rules.

⬇

GREEN TRAFFIC LIGHT: Silent warning

⬇

AMBER TRAFFIC LIGHT: Spoken warning

⬇

| **RED TRAFFIC LIGHT:** 5 mins missed | **1** |

⬇

| Independent work: I will work on my own on a separate table or the teacher's table | **2** |

⬇

| The Principal or Deputy Principal will be told about my behaviour and will provide support. | **3** |

Family informed

For serious (dangerous) discipline (SD) misbehaviour my teacher will contact the Principal or Deputy Principal immediately.