

"With faith in our hearts we achieve and succeed."



All Saints National Academy

POSITIVE BEHAVIOUR POLICY

Policy Review

This policy will be reviewed in full by the AIB on an annual basis.

The policy was last reviewed and agreed by the AIB on 23.10.23

It is due for review on 23.10.24 (up to 12 months from the above date).

Signature Date

Academy Representative

Signature Date

Chair of Local Academy Committee

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1. POLICY INTRODUCTION

At All Saints National Academy, we endeavour to help everyone achieve their potential. By listening to each other, thinking about what we do, checking our outcomes and always striving to improve we will ensure that everyone can be safe, happy and successful.

2. OVERVIEW

It is a primary aim that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Christian teachings, mutual trust and respect for all. The academy positive behaviour policy is therefore designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

It is a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work together in an effective and considerate way. It aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

OUR ACADEMY VISION

Our staff and pupil team have created a vision and set of values that seeks to develop the whole child and provides them with skills that will allow them to function as exemplary citizens of Bloxwich and beyond.

We are a safe, considerate and caring family who have fun together.

We are determined to persevere in order to achieve our best.

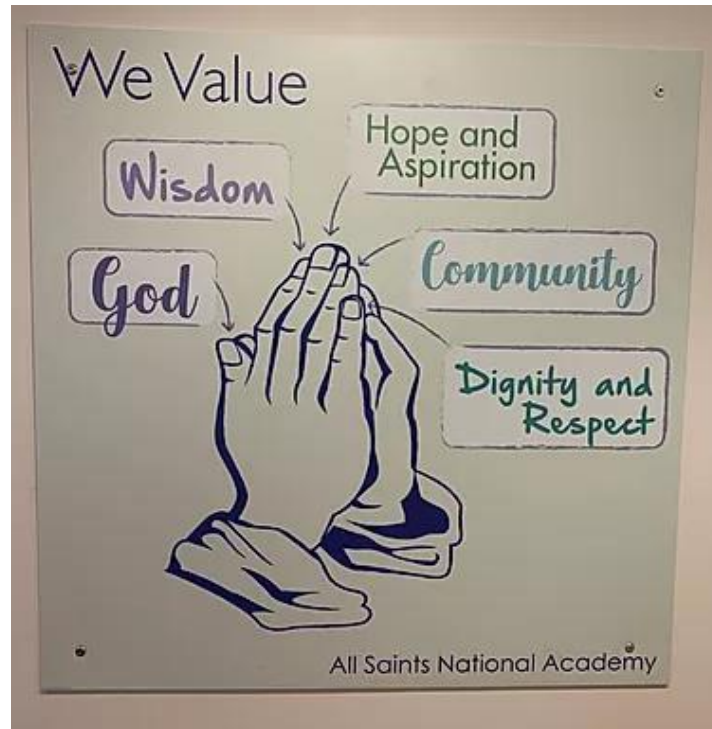
We respect all in our community, working as a team to support each other to grow in confidence.

With faith in our hearts we achieve and succeed – Worship Team 2019

OUR ACADEMY VALUES

- Dignity & Respect
- Community
- Hope & Aspiration
- Wisdom
- Resilience

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OUR STATEMENT OF PRINCIPLES

At All Saints National Academy, our children are taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the academy day.

To enable this to happen, we believe that all members of the academy community, children, all staff, parents and Local Authority Committee (LAC) members should:-

- * ensure consistency in adhering to this policy
- * expect good behaviour to be rewarded and negative behaviour to have consequences
- * involve parents in helping children at each stage through Class Dojo, phone calls home, ad-hoc playground/other conversation opportunities, formal meetings etc.
- * respect and support each other, demonstrating a responsibility for others
- * show respect for the academy environment and equipment
- * consider the safety of everyone
- * help themselves and others to learn
- * have high expectations for their own and others' behaviour through the use of Playground Leaders and Academy Parliament members
- * be listened to and listen to others
- * treat others in a fair, consistent and calm way
- * expect the relationship between, children, parents and teachers to be one of trust and respect
- * recognise achievements
- * make a positive contribution and recognise the contribution of others

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OUR ACADEMY ETHOS

Our ethos is based on our distinct Christian values. These are the values which underpin this policy. Our strategies for promoting good behaviour are based on children understanding that they make decisions about their own actions. Children are rewarded for making the right decisions (following our values and rules) and supported to deal with the consequences if they make the wrong decisions.

Our values and agreed rules are displayed around the academy and within each class. These rules reinforce our expectations for behaviour. We understand the importance of positive reinforcement and as a whole academy we support our children through a variety of age appropriate rewards. It is essential that boundaries of acceptable behaviour are consistently applied by all staff. This will be completed through team/staff briefings.

Positive Behaviour

We strongly believe that promoting the importance of positive behaviour, living out our Christian values and being consistent in approach will enable us to achieve our aims.

Children are expected to uphold our academy rules and values at all times – in the academy and when representing the academy externally. It is important to show appreciation of the children who are making the right decisions and following the academy values and rules. The whole academy community must promote respect for each other, respect for learning and respect for property. The academy values and rules as well as this policy are used to lead and support this goal. This policy is designed to promote good behaviour for the benefit of everyone in academy and its community. The academy must challenge the unacceptable behaviour to support the development of responsible young people.

Rewards

Rewarding children is a more effective tool in promoting good behaviour than punishments, although the applications of sanctions may be necessary on occasions. Effective rewards should motivate children, and as such they should have some ownership of the systems in place.

To reinforce good work/learning behaviour, good social behaviour and positive attitudes we use a range of rewards such as:-

- Verbal praise
- House points/Class Dojo points
- Stickers and certificates within class
- Praise and recognition in weekly celebration worship through staff selection (certificate). One child selected for Positive Learning and one child for Modelling Behaviours
- A termly special treat
- Specific awards for attendance (96%-99% Club and 100% Club)
- Golden Time at the end of half term – full afternoon of child chosen activities e.g. crafts, music, ICT, sports etc.)
- Head of School and Executive Principal certificates, stickers and prizes

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How do we manage unacceptable behaviour?

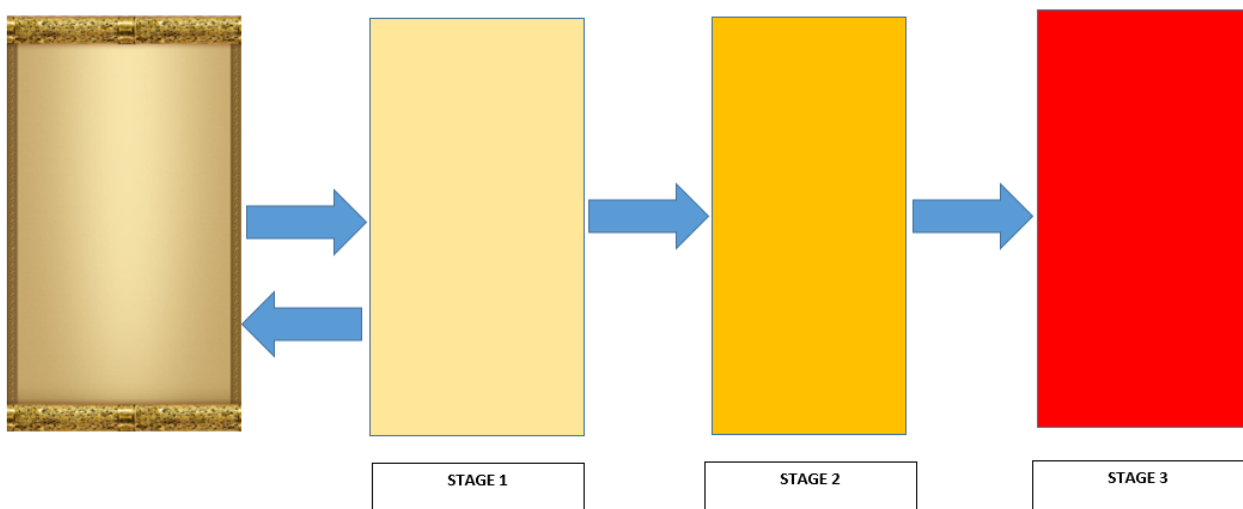
An agreed series of sanctions have been written to deal with unacceptable behaviour both during class and non-class activities.

Stepped Approach Sanctions

We believe that our children respond to a visual behavioural system. All children will have their names laminated and displayed and all begin the day on Gold.

Within the classrooms, there is displayed a four stage graduated response to behaviour.

This is shown below:



GOLD

All children begin the day on 'Gold'. This ensures that children start the day in the right frame of mind and the expectation to model learning behaviours is instilled.

Children will be praised and rewarded accordingly using the above rewards and build towards a ½ termly whole afternoon of activities.

Equally, children will start the next day on Gold regardless of any incidence the day before.

If a child begins to demonstrate behaviours that are not consistent with the expectations of the academy, then colleagues will use the following stages.

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Stage 1: Possible sanctions for minor unacceptable behaviours:

- Quiet verbal reminder/Prompting to the Learning Behaviour chart in classrooms
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why
- Time out within classroom/lesson/playground e.g. sit out of the lesson for set time/spend time in a reflection area (within the class)
- Lunchtime – same as class time sanctions
- Often praising good behaviour (e.g. 'Thank you to all of you who are...') has a positive effect on those not making the right decisions
- Child moves their name from Gold to Stage 1. If after a period of time the child begins to model the expected behaviours, they can move their name back to Gold.

Stage 2: If stage 1 strategies have not worked then:

- Sanctions used in stage 1, including using a time out space to calm down, could be used again
- Pupils may be asked to miss part or all of their playtime and/or lunchtime
- Adults would continue to remind the pupil/s of good behaviour and expectations and continue to remark on pupils acting as good role models
- Adults will talk to the child in order to establish the root of the behaviour so that the issue can be addressed
- An adult may use restorative practice, where appropriate, so a pupil has the opportunity to put right their actions and to advise of a suitable consequence
- Details of the incident to be recorded on Time Lines. This will aid in building a picture of consistently poor behavioural choices.
- Use of Class Dojo to assign a negative learning behaviour but no Class Dojo points will be deducted but ensures the parents are aware.
- Message home to update family via Class Dojo or informal conversation at home time.

Stage 3: If the previous actions are still not working

- The child will be move themselves to Red.
- SMT Discussions will be held with the child regarding the incident/s and a decision made as to an appropriate sanction. Sanctions include losing all or part of their playtime and/or lunch break, internal exclusion, external exclusion and meeting with parents.
- The child has to spend their lunch time and/or break times with a member of SLT
- SLT will attempt to find the cause of the behaviour and instigate steps to help put it right
- Restorative practice will be used so a pupil has the opportunity to put right their behaviour or actions occurring from their behaviour

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- Some behaviours may warrant the child moving to Red without going through the previous colours. Children who display violence towards a member of staff or another child will automatically trigger. Bullying and racial incidents are also behaviours which would automatically be logged as a Red incident. These behaviours will be recorded on My Concern.

Because all behaviour incidents are dealt with at the time of happening, every child's name will return to Gold at the beginning of the new day, this allows a fresh start for all.

Physical restraint/reasonable force

Physical contact may be used by all members of the academy staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Walsall Local Authority and training undertaken; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Only academy staff that have received appropriate training will physically restrain a pupil. (Further reference and guidance can be made to the Academy Physical Restraint Policy)

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

A form will be completed by the individual using Positive Handling and a copy will be given to the parent/guardian. A record will be kept within the academy.

Reasonable force can be used to

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- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit;
- prevent a pupil leaving the classroom or academy site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force cannot be used

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded.

The academy will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Discipline beyond the academy grounds

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from the academy, taking part in any academy organised or academy related activity, wearing academy uniform or in some way identifiable as a pupil at the academy), the academy may enforce its right to apply a consequence to a pupil in the academy.

Examples of this may include:

- continued bullying of a pupil outside of the academy
- use of cyber bullying outside of the academy
- inappropriate behaviour taking place close to the start/end of day when pupils are in academy uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the academy
- behaviour that could adversely affect the reputation of the academy

FURTHER SANCTIONS

Internal Exclusion

Internal exclusion will be at the discretion of the Leadership Team and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal exclusions will only happen after reaching Red. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime with a member of the leadership team.

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However, they will be allowed to go outside once all children are in class. Parents will be made aware that an internal exclusion sanction has been issued and the reasons why.

Fixed Term Exclusion.

- Only the Executive Principal or the Head of School has the power to exclude a child from the academy. The Executive Principal or the Head of School may exclude a child for one or more fixed periods, for up to 45 days in any one academy year. Parents have the right to make representation to the LAC but the LAC cannot overturn the decision, neither can they convert a fixed term exclusion into a Permanent Exclusion.
- A decision to externally exclude will only be taken when all other possibilities and strategies have been implemented or the severity of the incident warrants this procedure to be actioned
- Parents will be called and informed of the reason for the exclusion by a member of staff
- A letter will be provided to the parent signed by the Executive Principal or the Head of School, or chair of the Local Academy Committee, in his absence. The letter will state the reason for exclusion, the time period the child will be excluded for and a date and time for a post exclusion meeting
- The chair of the Local Academy Committee will be informed of all Fixed Term Exclusions
- A post exclusion meeting will be held with a relevant member from the SLT team before the child is reintegrated back into class.
- Once the Fixed Term Exclusion has been completed, the stages of the behaviour policy will start again

Permanent Exclusion Procedure

A child should only be permanently excluded from the academy if they have seriously or persistently broken the academy's behaviour policy and it would seriously harm the education or welfare of themselves or others if they stayed in academy.

Parents have the right to challenge the exclusion by making representation to the LAC. If the LAC appeals panel decides that a child should be reinstated, the Executive Principal or the Head of School must comply with this ruling. If the LAC uphold the decision an appeal can be made to an Independent Appeal Panel (IAP).

ROLES AND RESPONSIBILITIES

Behaviour Management is the responsibility of **all** staff at All Saints National Academy

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Roles of the Executive Principal and Head of School

It is the responsibility of the Executive Principal and the Head of School to implement this behaviour policy consistently throughout the academy and ensure all colleagues are enforcing it. Moreover, it is the role of the above persons to report to members from the Local Academy Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Principal and the Head of School to ensure the health, safety and welfare of all children in the academy.

The Executive Principal or the Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Principal and the Head of School keeps records of all reported serious incidents of misbehaviour including bullying and racism

The Executive Principal and the Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the academy Local Academy Committee have been notified. Permanent exclusions are only taken after the LAC have been notified.

Role of the LAC (Local Academy Committee)

The LAC has the responsibility of setting down these general guidelines on standards of behaviour and discipline, and of reviewing their effectiveness. The LAC supports the Executive Principal and Head of School in carrying out these guidelines.

The Executive Principal and the Head of School have the day-to-day authority to implement the academy behaviour and discipline policy, but the LAC can give advice to the Executive Principal and the Head of School about particular disciplinary issues. The Executive Principal and the Head of School can take this into account when making decisions about matters of behaviour.

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Role of the class teacher

It is the responsibility of class teachers to ensure that the positive behaviour policy is consistently applied both in the classroom and around the academy.

It is the responsibility of the class teacher to ensure that the Christian values and academy rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our academy have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher adheres to the agreed sanctions.

If a child makes the wrong decisions repeatedly in class, the class teacher keeps a record of all such incidents on Time Line and My Concern.

Where necessary, the class teacher liaises with the special needs co-ordinator and with external agencies, where relevant, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-academy policy.

Role of Support Staff and Lunchtime Supervisors

It is the responsibility of all teaching assistants to work with the class teacher to ensure the positive behaviour policy is consistently applied both in the classroom and around the academy.

It is the responsibility of all lunchtime supervisors to ensure the positive behaviour policy is consistently applied both in the classroom during 'wet dinnertimes' and around the academy. The agreed sanctions are applied to children who behave in an inappropriate manner during lunchtimes. These are recorded by the senior lunchtime supervisor and reported to the class teacher. Lunchtime staff and pupils created playground rules which are located on external playground walls. Children need to be reminded of these and actions taken when they are not followed.

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Role of Parents

Partnership with Parents.

- Read and support this policy.
- Let your child know the standard of behaviour you expect and how hard we expect them to work.
- Parents have responsibilities which contribute towards the good conduct of their children.
- Talk to teachers if they have any concerns about their child's learning and wellbeing.
- Support the academy when sanctions have been used.
- Behave respectfully towards those within the academy community both verbally and in written communications.

These include ensuring:

- Regular attendance and punctuality.
- Their child has suitable clothing.
- Their child has with them any reading books.
- That homework is properly completed on time and actively encourage and reward progress.
- Home and academy need to work together to give children high standards and to let them know what is expected of them.

The academy has zero tolerance for verbal or written abuse towards its members of staff from children or members of the wider community. Parents are made aware of the academy Code of Conduct at the start of each academic year or at the point of when the child joins the academy. Adults who are verbally abusive towards staff will be immediately asked to leave the academy premises and the Police informed if necessary. Evidence of written abuse may be used in conjunction with further action by the academy and the Police if necessary.

Behaviour of children outside of the academy day

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The academy will impose a sanction, where the academy is satisfied it is reasonable to do so, upon any registered pupil, whose behaviour when they are not on the academy premises or under lawful control of a member of staff, could, in the opinion of the academy:

- have repercussions for the orderly running of the academy;
- pose a threat to another child, a member of staff or member of the public; or
- could bring the academy into disrepute

BEHAVIOUR MONITORING

The following systems are in place to monitor behaviour:

-Each class has a Time Line to record low level behaviour.

-When a child/ren moves to Red, this will then automatically be sent to the online safeguarding portal, My Concern.

-Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.

-Serious incidents are dealt with by a member of the leadership team

The following behaviour triggers a child being sent immediately to the Executive Principal or the Head of School or Leadership Team:

- racist, sexist or homophobic remarks (these are recorded separately and reported to LAC)
- The Head of School will follow up all Red concerns