



Behaviour Policy and Statement of Behaviour Principles

Keresley Academies

Keresley Grange and Keresley Newland

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Rationale:

At Keresley Academies we believe that all children have the right to develop a superb understanding of language and wide vocabulary, within a love of stories; and develop a structure for life around the value of respect.

The two beliefs form our fundamental principles on which we have created our school.

Together children are: responsible; empathetic; problem-solvers; enterprising; collaborative; and successful, and this forms the basis for our value of respect.

We continually review our ethos and curriculum to ensure that we consider research and best practice to improve learning for our community.

Our School Improvement Plan, reflects this practice and our ambition for our school and the lives that we influence and shape.

This policy is based on our school aims of:

Aims:

➤ **Language:**

- For children to develop a love of language and stories and use an extensive, rich vocabulary.

➤ **Learning:**

- For our community to love learning, know who they are as learners and challenge themselves to extend and deepen this learning through becoming Leaders of Learning.

➤ **Lives:**

- To be a community, supportive of each other, living by our value of respect.

and... The Futures Trust values of:

1. **Learners First** – teachers and leaders totally focused upon the educational benefit of our students
2. **It's About Learning** – students, teachers and leaders focused upon developing and improving their learning and development
3. **No Barriers** – no excuses, only support to ensure students, teachers and leaders maximise their achievements.

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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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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 or homework
- Poor attitude to learning and behaviour
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Bad language

- Violence
- Online name-calling and threats
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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
 - 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

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

- *All staff and children follow and live the school values, based around RESPECT.*
- *Respectful community, family ethos.*
- *PSHE Curriculum.*
- *Wider curriculum opportunities, including trips, visits, clubs and residential activities provide children experiences beyond school; and this supports an ethos of Respect and Together which supports anti-bullying and promotes positive behaviour.*
- *Teachers follow Factors of Effective Learning ensuring learning and environment are challenging and stimulating, focused on the needs of children.*
- *Emotion Coaching, Anger Management, in-school support packages, Art Therapy and Counselling provides support for individual needs and for vulnerable children.*
- *Children and staff report incidents of bullying to the SLT, and record on Behaviour Watch.*
- *Incidents are investigated by discussions with all parties and incidents recorded on Behaviour Watch.*
- *Termly analysis of Behaviour Watch to identify 'hotspots' and refine procedures or provide CPD.*
- *Sanction procedures in place – Meetings with parents and children, Red Pegs, Detentions and Exclusions as appropriate.*
- *Children who are vulnerable have additional support during Lunchtimes. PSHE teaches all children how to say no and report concerns.*
- *Whole school annual training takes place on understanding bullying, including Cyber-Bullying.*

5. Roles and responsibilities

5.1 The governing board

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

5.2 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.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and living the school values
- Ensuring positive relationships within the classroom and around school
- Setting up a positive learning environment
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Behaviour Watch
- Using the strategies of Emotional Coaching to support emotional development

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
- Be aware of demonstrating respect for the school and staff
- Have conversations with staff that are adult focused, and not undermining staff in front of the child

6. Pupil code of conduct

Pupils are expected to:

- Behave in a positive way, following the school values and demonstrating a Growth Mindset
- Show respect to members of staff and each other
- In class, respect all members of the class as fellow learners
- Move quietly around the school
- 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

7. Rewards and sanctions

All children have a school peg which is displayed in the classroom. These are colour coded as traffic Lights for Green, Amber and Red. Children know it is good to stay on green. Pegs are reset daily and at Lunchtime.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Peg stays on Green and an email is sent weekly to parents whose child remains on Green for the week
- Random selection of a child who has remained on Green for the week – Behaviour Watch

- Praise
- Class Dojo Points
- Reward Time – agreed within each team
- Weekly Good to be Green Activity time, across the school
- Good to Be Green termly treat for children who have remained on Green for the whole term

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

- Warning
- Peg is moved to Amber and recorded on Behaviour Watch; and a text message is sent to the family
 - Team Leader may be called
 - 10 minutes of Weekly Activity time lost
- Peg is moved to Red and recorded on Behaviour Watch; and a text message is sent to the family
 - Child is spoken to by a member of SLT/Family Support Lead
 - Detention (KS2)
 - Parents are spoken to by the class teacher
 - 20 minutes of Weekly Good to be Green Activity lost
- Sending the pupil out of the class
- Expecting work to be completed during Detention
- Agreeing a behaviour contract
- Putting a pupil 'on report' (Start Chart)

We may use the **Enchanted Forest/Pastoral Room** in response to serious or persistent breaches of this policy, whilst parents are called to collect the child as it is likely that these incidents would result in an exclusion.

The Family and Pastoral Support Worker will be called as the first port of call to provide support for a child showing disruptive behaviour – that cannot be managed in class, by the class teacher and/or TA.

Pupils may be sent to the **Headteacher/Deputy Headteacher** during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. A Detention is issued and the HT or DHT will contact the family.

Pupils who do not attend a given detention are spoken to with their family and a double detention is issued.

An Exclusion may be issued if the member of SLT dealing with the situation deems it necessary.

If behaviour continues to be poor following an exclusion, a week's placement at the opposite school may be arranged. An application for a placement at The Link or The Key may be made.

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 headteacher will discipline the pupil in accordance with this policy. This would be deemed as a serious concern and an Exclusion would follow.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher 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, following the agreed Factors of Effective Learning and Growth Mindset approach
- Display the Class Contract
- Ensuring learning is appropriate, challenging and stimulating and meets the needs of all learners
- Ensure PSHE, including Check-In, has a high curriculum value
- Listen to the voice of the learners
- Ensuring their classroom environment meets the needs of learners, including soft seating and a range of learning areas
- Record all incidents on Behaviour Watch
- Use approaches of Emotion Coaching to support pupil's understanding of how to deal with complex emotions
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating and modelling expectations of behaviour
 - Highlighting and promoting good behaviour, being consistent and fair
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force as per Team Teach training, 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 – Behaviour Watch

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.

[DfE Guidance Searching, Screening and Confiscation in Schools 2018](#)

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.

This will follow the Coventry agreed Behaviour Pathways/Warwickshire Behaviour Support and Guidance.

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, in line with GDPR consent.

10. Training

Our staff are provided with training on managing behaviour, emotion coaching, including proper use of restraint, as part of their induction process, and updated as per the school CPD programme.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Standards Committee every two years, or as required. At each review, the policy will be led by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- 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 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 governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



Language, Learning, Lives



Appendix 2: staff training log

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



Appendix 3:

RESPECT OURSELVES * RESECT EACH-OTHER * RESPECT OUR SCHOOL

Everyone has a peg on a circle – green, yellow and red.

Green is good!

- You are warned if your behaviour is not good enough that your peg may be moved to **yellow** if it carries on.
- Your peg is moved to **yellow** for disruption – i.e., talking.
 - **You miss 10 minutes of Activity Good to be Green Time.**
- A further incident, your peg is moved to **red**.
 - **You miss:**
 - **10 minutes of break – KS1 or 10 minutes of Lunch.**
 - **PM – your parent is asked to collect you from your classroom.**
 - **You may be put on lunch detention to re-do work if you have not put enough effort into it in lessons.**
- **Each day is a fresh start; after lunch is also a fresh start.**
- **KS1 – Each session is a fresh start.**
- **If your behaviour at lunchtime is not good enough, you will be put on a lunch detention that day or the next day.**
- **If your peg is moved to red again within the half term, you are then sent to Mrs. Penlington/Mr.Astley. Your parent is phoned. If you are sent three times, then you will be given a yellow letter.**

3 yellow letters per term is likely to mean that you won't be allowed to come to school for a day – but you will have to do lots of work at home.

Pegs are moved immediately to red for fighting, hitting, biting, bullying, racism, swearing; and you are sent to Mrs. Penlington/Mr. Astley.

These are unacceptable: a yellow letter is sent and your parents phoned. You may be excluded.

Keep your peg on green and you will achieve a reward, sticker and messages home!

Green Pegs for a Whole Term = SPECIAL REWARD!

Appendix 4:

Reasons for Giving a Peg:

Please remember to use common sense judgement about each peg that is given – it is not an exact science and each peg should be given on a case-by-case basis.

Pre-yellow

Given as a warning before yellow is given.

A record is kept on Behaviour Watch.

Yellow

Unkind behaviour

Talking in class

Telling lies

Not putting in full effort

Disturbing learning

Telling tales

Rude to a grown up

Hurting another child

Red

Fighting

Biting

Racism

Received 2 yellows

Refusing to follow instructions

Fighting

Hitting

Bullying

Swearing

Theft

Lunchtime Detention

Poor attitude to work

Poor lunchtime behaviour

Insufficient work

Failure to complete homework

Yellow Letter – given by Leadership Team

Three red pegs in a half-term

Extreme behaviour (racism, fighting, hitting, bullying, swearing, biting) – if deemed worse than Red Peg and sent to Mrs Penlington / Mr Astley

Exclusion

Persistent poor behaviour

Extreme behaviour (hurting adult etc....)

Appendix 5:

Emotion Coaching:

Emotion Coaching is a communication strategy which supports young people to self-regulate and manage their stress responses. It was originally developed in the USA by a psychologist John Gottman and is gaining ground in the UK as an effective way to nurture mental health and wellbeing in education settings.

Gottman observed that children who thrive in their emotional and social development have parents who respond positively to the behaviour of the children. He conducted research to establish exactly the characteristics of adult responses that lead to emotional health in children and as a result, developed the concept of Emotion Coaching as an approach to behaviour which can be learned by parents and indeed anyone who interacts with children young people when they struggle to control their emotional responses. It is an approach that has since been used in the school context by a range of professionals working with children.

Emotion Coaching is a simple yet highly nuanced co-regulation approach that takes practice and has the most benefit when all adults who interact with a child are trained, from the senior leadership team right through to the school caretaker.

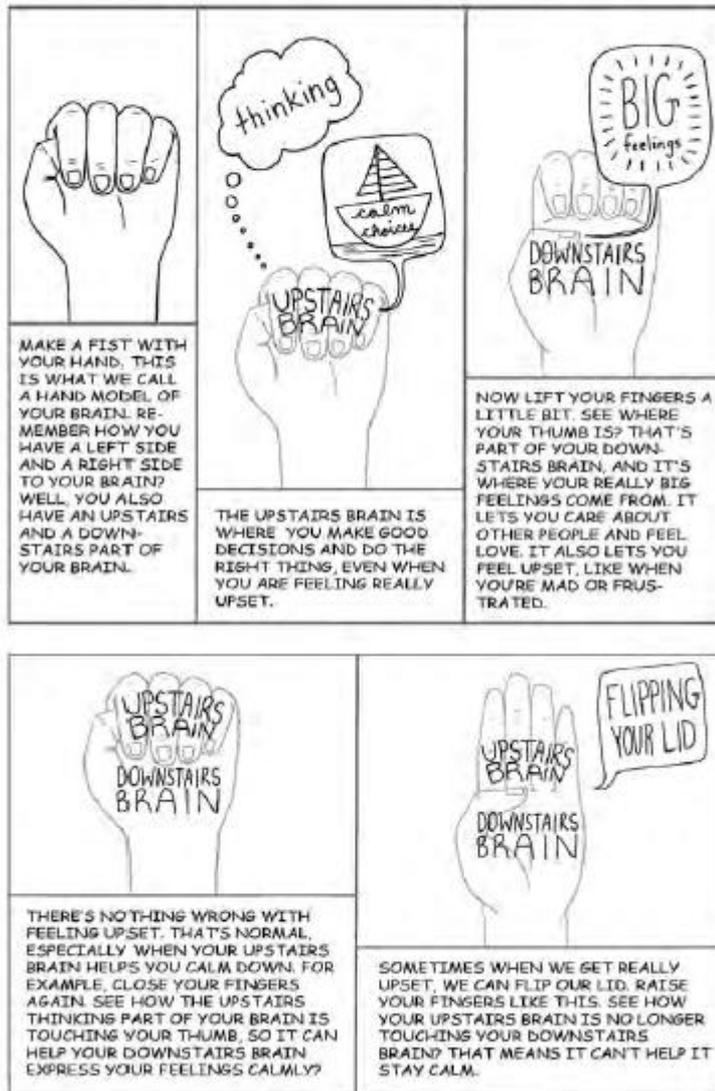
Research shows that emotion coached children:

- are more emotionally stable
- are more resilient
- achieve more academically
- are more popular
- have fewer behavioural problems
- have fewer infectious diseases

Within Emotion Coaching, children are coached into understanding that emotions are normal and healthy, and to learn how to respond to and manage their feelings positively.

The model of 'flipping your lid' is useful in helping children to understand how the brain works; and this links well to Growth Mindset learning.

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN



There are four styles in managing emotions, and this can be seen at home and in school.

Emotion Dismissing disengages, ridicules or curbs all negative emotions, feels uncertainty and fears feeling out of control, uses distraction techniques; feels that emotions are toxic and unhealthy and uses the passage of time as a cure all replacement for problem solving.

Effects on the child: Children learn that there is something wrong with them, cannot regulate their emotions and feel that what they are feeling is not appropriate, not right and abnormal.

Emotion Disserving is similar to the Dismissing Parent but more negative, judgemental and critical, controlling, manipulative, authoritative, overly concerned with discipline and strangely unconcerned with the meaning of a child's emotional expression.

Effects on the child: Similar to the Dismissing parenting techniques

Laissez- Faire is endlessly permissive, offers little or no guidance about problem solving or understanding emotions; does not set any limits on behaviour, encourages 'riding out' of emotions until they are out of the way and out of sight.

Emotion Coaching helps a child to learn about their emotions and feelings.

Keresley Academies:

Step 1 – Recognise recognise the child’s feelings and empathise with them

- wait for 10 seconds, to assess the situation
 - *I can see you are feeling: sad, distressed, afraid, surprised, disgusted, happy etc....*

Step 2 - Validate the feelings and label them

- *I can see you are so angry that you areclenching your fists together*
- *I get angry when someone bumps into me*

Step 3 – Set limits on behaviour – if needed

- Separate the emotion from the behaviour
- *It's ok to feel angry if someone bumps into you, it's not ok to hit someone*

Step 4 – Problem-solve with the child

- When the child is calm, explore the feelings that caused the behaviour
- Scaffold alternative ideas and actions.
- Empower the child to believe they can manage the same experience in a different and more positive way.
- *What could you do next time someone bumps into you?*