



BOVINGTON

AN ASPIRATIONS ACADEMY

Behaviour Policy

Date of last review:	September 2021	Review Period:	1 year
Date of next review:	September 2022	Owner:	Principal
Type of policy:	Academy	LAB or Trust Approved:	Executive operational board

Principle

We believe that teaching children in a way, which promotes high self-esteem, helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

Introduction

Staff at Bovington Academy believe that the education we provide should influence and reflect the kind of society we want for our children in the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our behaviour policy.

This document sets out the school's plan to promote positive social interactions through mutual respect and clear rules for all to follow. It is designed as a reference for staff, Governors, Trustees, Parents/Carers, children and visitors.

This is a holistic policy and combines the statutory policy arrangements for:

Anti-Bullying Policy (friendship and anti-bullying strategies)

This policy also refers to the following policies which support the same broad aims for social development.

Race Equality Policy (Promoting Racial Equality)

Curriculum Policy (Personal, Social, Health and Emotional Education)

Community Cohesion Policy

Home School Agreement Policy Special Educational Needs Policy

Sex & Relationships Education Policy Equality & Diversity Policy

Values

Bovington Academy believes whole-heartedly in the three key principles of being safe, ready to learn and respectful to all.



Staff at Bovington Academy work without compromise to ensure that all pupils leave our school ready for their future lives.

Aims

The staff at Bovington Academy are committed to creating a safe, happy, and secure learning environment for all pupils.

Our aims are:

- For all children and staff to know and work within the Aspirations Academy Trust's Three Guiding Principles (Self-Worth, Engagement and Purpose) and the Eight Conditions (Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility and Confidence to Take Action).
- To provide a stimulating, well-ordered and safe environment where the individual and collective achievements of all children are recognised and celebrated.
- To develop children's knowledge, understanding and skills through a systematic delivery of the EYFS Curriculum, National Curriculum and the wider school curriculum.
- To help pupils to promote their full academic, personal, spiritual, social and moral development and to broaden their areas of learning to include the importance of artistic creativity and appreciation, physical development, good health, environmental knowledge and issues, citizenship and industrial and career issues.
- To develop, and maintain in pupils, lively enquiring minds and to promote the ability to question and argue rationally.
- To create in pupils a sense of personal excellence and help them to acquire knowledge and skills relevant to today's world.
- To foster attitudes which will instil self-confidence in pupils and to encourage independence in their work and judgements.

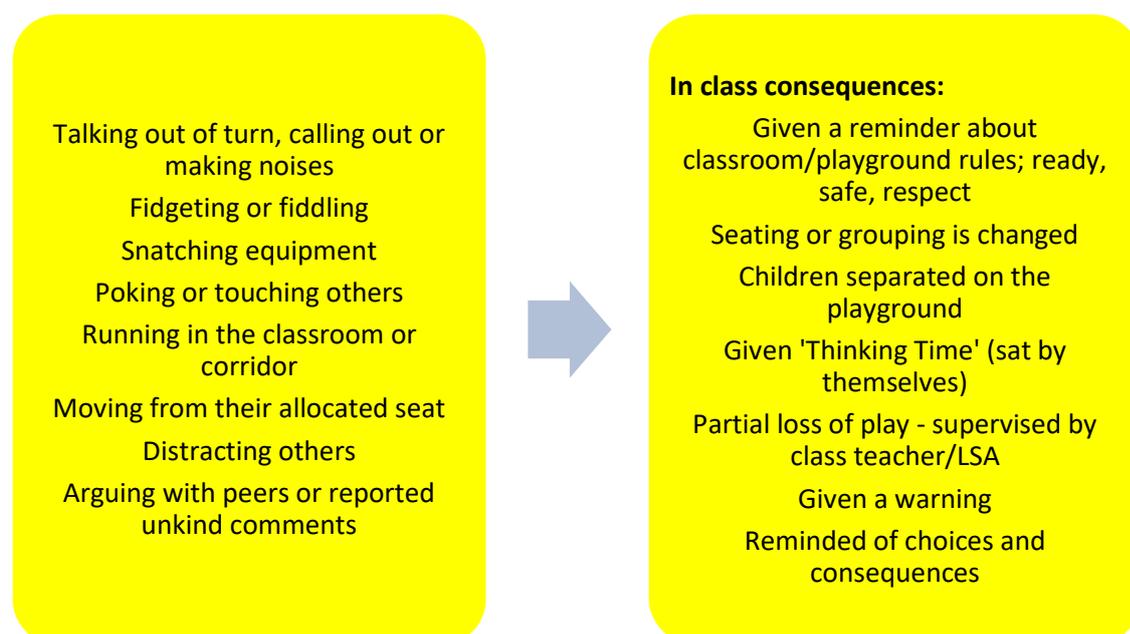
- To help pupils achieve an understanding of religious cultures and beliefs and to develop a tolerance of others and their ways of life.
- To help children understand the world in which they live and the interdependence of individuals, groups and nations.
- To define clear, acceptable standards of behaviour and be consistent in our approach.
- To foster mutual respect between adults and adults, adults and children and children and children.
- To promote effective parent and carer school links.

Specifically, we want to ensure that:

- Senior leadership support staff to ensure that positive behaviour management strategies lead to good teaching and learning.
- Staff are confident in managing difficult issues both in the class and at break time.
- Staff understand the use of rewards and sanctions and that they are used consistently throughout the school.
- Pupils know the school rules and the reasons for them, and can make the right choices.
- Pupils understand how to behave through example and challenge.
- Pupils experience school life full of positive relationships and free from bullying.
- Any issues of bullying are dealt with openly, honestly and with full transparency.
- Every child has the right to feel safe in school and can come to school free from fear.
- When leaving school, each child has the skills, knowledge and attitudes to ensure they succeed.

Code of Conduct

Every child at Bovington Academy has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevent other children from these opportunities firm measures will be put in place.



Continuation of disruptive behaviour after in class consequences put in place or if behaviour is seriously disrupting the learning or social time of others

Non compliance

Back chatting or inappropriate responses to an adult

Throwing, misusing, breaking equipment

Continual unkindness

Climbing fences, trees, out of bound areas



Out of class consequences:

Sent to another class for 5-15 minutes / sat out at break or lunch for 'Time out'

Asked to fill in a 'Thinking About my Behaviour' sheet, continue with a piece of learning or write/draw an apology

Sent to Phase Leader

Loss of play with Phase Leader

Incident log completed by class teacher and passed to Phase Leader

Note in home-school contact book from class teacher/phone call home

Asked to pay for/contribute towards the cost of broken or damaged equipment

Continuation of disruptive behaviour after out of class consequences put in place

Fighting, intentionally injuring another pupil, physical contact to staff

Speaking aggressively to staff

Swearing, racist comments or abusive language heard by an adult

Complete refusal to do work or to follow instructions to go to 'Time Out' even after all other intervention has been explored

Deliberately damaging school property of stealing

Behaviour likely to endanger themselves or others



Sent to Assistant Principal, Vice Principal or Principal

Pupil will be sent to a member of the senior leadership team to discuss the incident

Loss of play or privilege

Parents/Carers will be informed by telephone and may be asked in to school by the senior leadership team

Detention; lunchtime or after school (in consultation with parents)

Excluded from class for a fixed period

Excluded from school for a fixed period

The pupil's behaviour will be monitored by the senior leadership team

The introduction of a Behaviour Report

Behaviour incident sheet completed by the senior leadership team

We recognise the close relationship between high expectations, high quality teaching, and behaviour. Whereas some children will require additional support through behaviour tracking, all children respond to rewards and praise. We have a range of systems in the school to recognise and promote positive social interactions and approaches to learning. Trust and relationships are also essential in creating a positive and productive learning ethos.

Responsibilities

Leadership Team

The school regularly updates and maintains a record for pupils with a range of difficulties which may form a barrier to learning. Pupils with challenging behaviour are part of this record. Pupils of concern are brought to the attention of Senior Leadership Team and behaviour plans or a Pastoral Support Plan may be put in place.

Staff

All staff are responsible for creating a positive social and learning environment and challenging those who struggle to follow the school rules. In particular, staff are responsible for:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values, and beliefs. Promoting mutual respect.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Making reasonable adjustments and fully catering for any special educational need or disability within behaviour expectations, rewards and consequences.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Tackling all bullying or harassment in any form.
- Helping to develop effective behaviour management strategies, and applying them consistently.
- Working as a team, supporting and encouraging each other, and ensuring own personal well-being.
- Caring for the physical environment of the school.

Pupils

Pupils are asked to follow the rules of the school. These are displayed around the school and referred to by staff in supporting appropriate behaviour. Pupils are also regularly reminded of their responsibilities towards their own education.

Parents and Carers

The school recognises the importance of working closely with parents and carers at all stages of providing support for a pupil, especially those with complex and challenging needs and those at risk of exclusion. Parents are informed about critical incidents or where learning has

happened/happens with supervision outside the classroom. Regular meetings with parents are an opportunity to agree on a shared approach and to put this in writing through a Pastoral Support Plan (PSP) or Behaviour Plan.

Recording

It is really important to record all behaviour incidents and communicate these with all adults working with that child. 'Yellow' behaviour incidents are logged by the class teacher using their own systems to identify any recurring or escalating behaviours. 'Orange' behaviour is logged on a weekly incident log spreadsheet and passed to the Phase Leader. Any 'red' behaviour is recorded by the member of SLT on an incident sheet. All red incidents sheets need to be handed to The Principal for analysis at the end of each day.

The Leadership Team will analyse all behaviour on a weekly basis to identify any whole school triggers, areas of concern, recurring incidents or children that are appearing regularly.

Pupils with Challenging Behaviour

It recognised that some pupils have Special Educational Needs and may need additional support to manage their behaviour effectively. Additional guidance for this can be found in our SEND Policy. We use a system which emphasises positive behaviour (as well as behaviour for learning) through positive rewards. We recognise that small but well-timed praise is the most effective strategy to encourage a strong social sense in our pupils.

For some pupils a good balance between praise and discipline is necessary. Where pupils regularly disrupt lessons or break the school rules they are tracked through a STAR tracking system to identify barriers/triggers so that support can be rapidly introduced. These represent:

- Setting
- Trigger
- Action
- Response

Challenging behaviour is tackled through a stepped/graduated approach including interaction of outside agencies. We recognise each child is an individual and the consequence will be appropriate to the child's needs and level of understanding.

- Working outside of the classroom for half day
- Working outside of the classroom for a full day
- Access to the Nurture provision
- External exclusions
- Managed moves
- Reduced timetables

In extremely rare cases where pupil's health and safety are at risk, fixed term exclusions will be imposed and decisions will be made in partnership with parents. A carefully planned reintegration meeting follows any fixed term exclusion and targets are set to make every effort to prevent this happening again.

Support and resources are drawn from within and increasingly outside of school through the efforts of the Pastoral Team, SENCo and Principal. The school promotes a multi-agency approach by regularly referring pupils of concern to access professional support.

Occasionally, reasonable force may need to be used. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

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

Schools can use reasonable force to:

- 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 a school event or a school trip or visit;
- prevent a pupil leaving the classroom 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment

Violence to Staff

Although this problem is much rarer in primary schools, staff must be aware of procedures and reasonable action.

Risks can sometimes be identified in advance and avoided or strategies agreed which will include appropriate positive handling techniques - all key staff are "Team Teach" trained. The form of control needed to establish breakaway strategies must always be reasonable and will vary with the circumstances and the degree of violence being used by the young person. No

more than the minimum reasonably necessary force proportionate to the circumstances may be used.

Certainly, when specific needs are identified on admission or in the light of experience, there is a critical need for a planning conference to occur. This will map out strategies, including seeking specialist advice on appropriate management and interventions.

If violence occurs, help should always be obtained immediately to control the crisis and for first aid, including emotional support, to the injured person(s).

Staff must maintain an immediate record of the behaviour and the response to it under the general principles of recording agreed within the school.

If injury occurs, then it is essential to complete details in the Accident Book.

Promoting Friendship and Anti-Bullying Strategies

Bullying is defined as:

‘Deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism and homophobic), physical, social or psychological.’

We support pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. Whole class targets are sometimes related to demonstrating social skills through our PSHE curriculum. We reinforce positive behaviour through rewards outlined above.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time
- Buddies
- Access to the Pastoral Team
- Reporting bullying to staff, including when witnessing bullying
- Bubble time
- “Worry Box” or other systems to pass messages

Staff are responsible for:

- helping children understand and define what bullying is
- modelling by their own behaviour how to address inappropriate behaviour through dialogue and support from others.
- taking bullying seriously and challenging bullying as antisocial reporting incidents through the appropriate form

- asking for advice on how to support a child

Parents can play a part by:

- informing the school if they think their child is being bullied or is bullying other children;
- trying to establish the facts and keeping an open mind;
- talking about the problems of bullying with their child.
Important information to ask the child:
- who has been bullying them, or if they witnessed an incident? How long has this been going on?
- how many times has this happened to them? Has anyone seen this happen? If so, who?
- have they told anyone else about this before?
- have they done anything unhelpful that has not helped the situation?

Important information about bullying:

- As pupils grow older, the nature of bullying changes and can become more subtle and include the use of social media/text messaging.
- Most bullying is not physical or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied. Children follow the example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, they will tend to adopt aggressive behaviour patterns.