



# Fierté Multi Academy Trust

## Policy on School Behaviour and Discipline

2017-18

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Every child has the right to:  
An Education (UNICEF article 18)  
Develop their personalities, talents and abilities (UNICEF article 29)  
A range of activities (UNICEF article 31)  
Be safe (UNICEF article 19)

As part of the Fierté Multi Academy Trust, Anker Moor wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Home/School Partnership Agreement that sets out, in general terms, the Code of Conduct and how we expect our pupils to behave in school and on visits. This is agreed with the child, parent and school at the beginning of each school year and is reviewed regularly. All pupils are expected to behave according to the guidelines set out in the Code of Conduct.

### Aims

- To develop a Behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors - based on a sense of community and shared values, having due regard to equal opportunities and inclusion.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills (this will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour, and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, with the expectation of achieving an improvement in behaviour.

## Code of Conduct

- All members of the school community should respect one another according to the school's values and also UNICEF Rights Respecting Schools Agenda.
- All children should acknowledge the authority of, and respect, their teachers and other adults. All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Ankermoor Primary Academy expects children to be well behaved, well mannered and attentive. Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents i.e. causing an injury to another child, will lead to a fixed term or permanent exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Valuable equipment i.e. mobile phones, ipods etc. should not be brought into school.
- Children should wear the correct school uniform. Jewellery should not be worn, but a watch and stud earrings will be allowed. Hooped earrings should never be worn as they are a Health and Safety risk. If children do not remove these, they should be referred to the Headteacher who will contact the parents to discuss the situation.

This Code of Conduct has been formulated with the safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning.

## Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff would never chastise a child physically. Each classroom will have an Ankermoor Rewards and Sanctions chart displayed. This will also include the school hall and other rooms used for learning.

## Reward Schemes

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

We reward children in many ways here at Ankermoor Primary Academy. These methods may include (but are not exclusive to); House Points, Special Mentions, Achievement Certificates and Values Badges, Values Postcards and Headteacher's Awards. These awards are given to children for academic and non-academic achievements, for effort, for being caring, and for all other aspects of good work and behaviour.

The children are divided into 4 House Groups, with siblings remaining in the same group if numbers allow. The children are awarded points for following the values, being helpful, good work, and so on. At Key Stage 1 and 2, each team's points are counted at the end of the week, and the winning House announced in Assembly. We hope that each member of a House will urge the others to try their best in every aspect of school life.

Incentive stickers are also awarded as frequently as possible within the child's year group, for example, when a child in Reception Class is able to put their hand up to answer a question etc.

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The above awards are given for ALL aspects of school life and not just achievement in curriculum subjects.

### Sanctions

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline, are dealt with by the adult in charge, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences (UNICEF - Rights Respecting Schools). Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time i.e. playtime, moving in class to sit alone, writing a letter of apology and loss of a responsibility. If the unacceptable behaviour is persistent, or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

Major breaches of discipline are:

- physical assault,
- deliberate damage to property,
- stealing,
- leaving the school premises without permission,
- verbal abuse to either a child or adult, including swearing,
- refusal to work,
- Disruptive behaviour in class including refusal to act on instruction.

These types of behaviour are rare at Ankermoor Primary Academy but it is the duty of the school to deal with them promptly, particularly if the problem persists. Ankermoor Primary Academy has standard procedure for serious breaches of discipline (see below) and failure to improve at any stage leads automatically to the next stage; each stage being recorded by the school. However, a particularly serious problem could result in suspending the normal procedures and the school requesting the parent to remove the child from school immediately i.e. any child who acts violently towards an adult or child will automatically go to the exclusion stage of the process.

### Intervention

If a child attacks another child or adult violently and refuses to calm down then physical restraint is necessary (please see policy on Physical Manual Restraint). The child is removed and taken to the Headteacher who will contact the child's parents.

An Incident Form is completed and notes made in the Physical Restraint Record Book and the situation is discussed with the Headteacher, who will work with the member of staff and parents to devise an "Individual Behaviour Plan" (IBP) to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil Referral Service, etc. All noted incidents will be reported to the Governors in the Headteacher's Termly Report to Governors.

### Reasonable Force

'Reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils and all members of school staff have a legal power to use reasonable force (Section 93 Education and Inspections Act 2006). Force is used either to

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control or restrain. This can range from guiding a pupil to safety or more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed and 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.

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 on the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Incident Book – kept in the Headteacher's Office**

This is used to record:

- Any incident where reasonable force has been used
- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Any other incidents or matter of a serious nature

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

### **Classroom Procedures for Dealing with Unacceptable Behaviour**

Anker Moor Primary Academy has devised a clearly stepped set of procedures for dealing with discipline problems in class. These procedures are outlined below:

1. A verbal warning and a talk with the child, discussing what has happened.
2. Child's name written on the board.
3. Pupil receives a yellow card and is sent to Senior Leader in KS1 or KS2.
4. Class teacher will then monitor incidents of behaviour in class.
5. If the behaviour continues, or the pupil is deemed a danger to themselves or other pupils, they will receive a red card. The pupil is removed for time out with the Headteacher or Deputy. The child is then moved from the group to work on his/her own
6. A letter is sent home to parents to inform them of the behaviour
7. If the child appears in front of the Headteacher again, the result will be a meeting with parents and a first warning
8. Exclusion procedures are implemented (half day, 1 day, 3 days, 5 days permanent)
9. A case conference may be held with parents and support agencies. These may include Pastoral Care Support Programme i.e. Behavioural Support, CAMHS (Child and Adolescent Mental Health Service).

### **Detention – Playtime and Dinner Time**

- If a child does not behave as well as expected in the classroom, and tasks are not completed according to their ability, then they will be asked to complete their work at playtimes or lunchtimes under the supervision of the class teacher.
- If a child behaves inappropriately on the playground at playtime they will be asked to stand by the wall for a stipulated time depending on the offence. If the behaviour continues when returned to the playground, the child will be told to miss a playtime under the supervision of their teacher.
- If a child does not consistently behave and continues to ignore warnings previously given, he/she will be removed from the playground to sit outside the Headteacher's office for an appropriate amount of time. These misdemeanours will be noted in the Playground Behaviour Book.

### **Exclusions**

We are determined that ALL children can access learning in every lesson and that ALL children feel confident, comfortable and safe in school. Therefore, where there is sufficient evidence that a pupil has committed a disciplinary offence, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school, it may be necessary to exclude.

#### **Fixed Term Exclusions:**

Fixed term exclusions will last for the smallest amount of time possible (between 1 - 5 days) to ensure further re-integration is not made harder. Examples of behaviour that warrant fixed term exclusion are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Continual and systematic bullying of a child - this does not include children falling out with each other
- Intentional racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage or theft
- Persistent disruptive behaviour

#### **Permanent Exclusion**

If all routes to support a child and their family have been exhausted, including EHA (Educational Help Assessment), Individual Behavioural Plans, support of other agencies including Behaviour Support and Key Learning Centres, it may be necessary to permanently exclude the child - but this is an absolute last resort. In school, we ensure that parents are kept informed throughout the whole process. An escalation of half day, one day, three days and five days exclusions prior to permanent exclusion, ensure that pupils are given equal opportunities to continue with their learning.

## Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules, the values and the principles of UNICEF (Rights Respecting Schools) with their child, emphasising that they support the rules. So that this can be carried out effectively, a copy of the Behaviour Policy will be made available to every parent. Attending Parents' Evenings and parents' functions and by developing informal contact with school, helps to reinforce their support for the policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### Monitoring:

This policy will be reviewed annually with staff and Governors.


Signed:

Chair of Governors:


Date: September 2017

To be reviewed September 2018

Reviewed as whole staff on Inset days.



# Rewards and Sanctions








## Good choice...

- 1 house point for good manners and behaviour
- 2 house points for excellent work
- 5 house points for outstanding work
- 10 house points  
Head teacher's Award and show Mr. Russell work completed
- 10 house points  
Special Mention Award
- 30 house points  
= Golden Time

Class teachers send Values postcards home to celebrate children's efforts in producing Outstanding work

## Bad choice...

- 1st warning - verbal warning
- 2nd warning - name on the board.
- Yellow card - sent to Mrs Davies KS1 or Mr Fitzpatrick KS2 who will discuss punishment.  

- Fresh start after each lesson
- If second Yellow card then sent to Mr Russell with Red card!!  
 +  = 

A really bad choice like bad language or hurting anybody or damaging property =  
**INSTANT RED CARD!!**  


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