



## STARBECK PRIMARY ACADEMY SCHOOL INCLUSION AND POSITIVE BEHAVIOUR POLICY - Sept 2020

### **This policy supports the principles and practice of our Teaching and Learning Policy**

Our aim is that this policy enables everyone to learn in a happy, caring environment, feeling safe and secure. By following the school behaviour policy, we are supporting our children to feel valued with an ethos of everyone being treated fairly and consistently.

**Relationship with self** – develop the children’s concept of their identity, their *self-esteem, self-confidence, motivation, self-regard* and *responsibility*.

- The development of children’s self-esteem enables them to gain confidence in acquiring new skills and to make bigger leaps in their understanding.
- Children need to be motivated in lessons, knowing what they are undertaking and the reasons why. School staff will develop a child centered approach where choice and the opportunity for self-direction is available.
- Children need to be motivated to learn and reward systems have been built in to support and motivate. However we also need to develop children’s own motivation that comes from within.

**Relationship with others** - developing positive relationships can empower children to *work collaboratively, be comfortable sharing opinions* and *solve problems* and have *positive participation*.

- Opportunities to work in small groups, talk partner, and larger groups will be planned into lessons. Activities will promote *resilience, communication, responsiveness* and *develop turn taking, collaboration, sharing* and *problem solving*.

**Relationship with the curriculum** – staff will develop a learning environment which allows our children to explore their feelings and emotions. We believe it is important to create a curriculum which has the power to engage children and give them opportunities to develop positive relationships.

- Opportunities will be planned to develop children’s independent learning through stimulating and engaging activities. Children will be given greater choice in open ended projects and *ownership of their learning* and environment.
- Children will be encouraged to adopt the “have a go” attitude, which will allow our children to develop a climate in which our children *do not fear failure but celebrate our marvellous mistakes* and see these as learning opportunities.
- Positive praise will be used to promote and value positive learning behaviours

The adults in school are good role models and have high aspirations of how we expect the children to conduct themselves. We encourage our school community to work in partnership with us to support the expectations and aspirations that are set out within the policy.

As a former Enhanced Mainstream School (EMS) for Social Emotional and Mental Health (SEMH), staff have received additional and up to date training on best practice for Social, Emotional and Mental Health needs and this ensures that we are able to make reasonable adjustments to ensure all children can access the curriculum and follow our whole school policy. It is expected that the ethos on Behaviours for Learning set out in this policy is taught, developed and monitored across the whole school to support our children to be independent, active and resilient learners.

### **Behaviour Expectation**

The policy aims to encourage children to take ownership and pride in their learning and environment; feeling safe and secure to explore and grow. To work collaboratively with respect, focusing on positive attitude in order to developing behaviours for learning. Starbeck behaviour policy is underpinned by agreed rules. Although we have a number of rules, our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, establishing a foundation for life long behaviour skills.

The rules have been agreed by the children, staff, parents and governors and are displayed around our school environment. The rules are designed to reinforce the high expectations of self-respect, resilience, self-esteem, motivation and respect within our hardworking environment – these are the 5 Key Skills linked to Social, Emotional, Aspects of Learning (SEAL)

### **Our School Rules**

- To be respectful and considerate
- To have high expectations of ourselves and others
- To have positive relationships – working collaboratively
- To have resilience

All staff have a positive approach when managing behaviour. They are;

- Consistent and Calm
- 'Catch them being good'
- Follow agreed /personalised procedures for managing behaviour that challenges. – usually set out in the pupils' Challenging Behaviours Risk Assessment (if required)
- Use a restorative approach
- Encourage, incorporate and include parental communication and involvement.

### **Rewards**

Reward systems have been designed to encourage and celebrate the children's achievements. They are designed to motivate children to aim higher through attainment and effort. They can be both informal and formal.

#### **Informal**

- Stickers, verbal praise, thumbs up, smiles and comments on manners and respect, tone of voice, giving age responsibilities

#### **Formal**

- Feedback from staff in lessons and through marking and feedback in books – please refer to Teaching, Learning and Assessment Policy.
- Tick - With an explanation of why the tick has been given to start in Reception in the summer term. Nursery and Reception will give verbal praise and stickers for instant praise in the moment.
  - 10 stickers – Bookmark from Class teacher
  - 20 stickers – Treasure Chest from Leadership Hub
  - 30 stickers - Postcard home – to celebrate with parents
  - 40 stickers – Book from Headteacher – this achievement will be celebrated in Awards Assembly
- Whole class target focusing on relationships with others and having high expectations – earning a class reward once "20" class tokens (for example chart, marbles in a jar) have been achieved – class to earn a class reward.
- Star Awards 2 per class weekly – children will be given a star badge to wear throughout the week and returned on a Friday to help promote and maintain the aspiration throughout the week
- Golden Stars – will be given out throughout the week linked to a whole school target. The class with the greatest number will receive the Smartest Class Trophy and earn Golden Time on a Friday (currently on hold due to Covid-19)
- Achievement Board / WOW Wall – celebrating achievement out of school – including music awards, sporting events etc.

### **Consequences**

Pupil will be encouraged to take responsibility for their own behaviours. Staff will model expectations and have high aspirations for all children. Staff are expected to follow the guidelines below to ensure we apply consequences **consistently** and **appropriately** to each individual situation.

- **Verbal Warning** - children are reminded of the expectations of the behaviour. References to pupils demonstrating the correct behaviours may be used and if not self-corrected a verbal warning is given positively. For example: "Show me....good looking/sitting/listening" "Thanks", "Think about what I'm looking for..."
- **Cool Down** – This is in their own classroom but away from their usual working place if they do not correct their behaviour following a verbal reminder.
- **Time Out** – In another designated classroom if behaviours continue – child is asked to learn in another area in another class or miss playtime or lunchtime and recorded via CPOMS. The safety and wellbeing of all the children is paramount in all situations. If a child threatens, hurts or bullies another child, the class teacher will record the incident and will give the child a consequence.
- Senior leaders are involved if a situation becomes dangerous or unsafe or an increasing pattern of negative behaviour. Incidents will be recorded in the same manner via CPOMS. Parents may be invited to a meeting in school.

- The Headteacher will decide the best course of action, for example, excluded from activities, class or school. (Consequences will be decided and children will be escorted back to class to complete their learning. These could include Time Out for 5 minutes, learning in another class, miss play or lunchtimes, informing parents, Individual Behaviour Plan created with all staff involved, fixed term exclusion, permanent exclusion).

### **Classroom Environment and Ethos**

- School assemblies will reinforce aspirational thinking, high expectations and resilience in learning.
- The class teacher will discuss the school rules and expectations with each class at the start of each term as well as the Key Skill for that term (SEAL)
- Sticker chart, whole class target, rules and cool down areas are displayed in the classroom and school environments.
- Expectations and Ethos will be referred to when discussing behaviours for learning, attitude and achievements ensuring everyone in school knows the standards of behaviour that we expect in school.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour – for further information please refer to the Anti-bullying Policy; this includes any derogatory, racial or homophobic behaviour.

### **Drugs and Alcohol**

Starbeck Primary Academy takes a zero tolerance approach to the misuse of drugs and alcohol on school premises. As part of the statutory duty on schools to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service;
- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

**Use of Reasonable Force** – All staff are aware of the regulations regarding the use of force by teachers as set out in Section 93, Education and Inspections Act 2006: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only employ restrictive physical intervention to prevent injury to a child, or if a child is in danger of hurting themselves or others. The actions that we take are in line with government guidelines on the restraint of children. All staff have received training on safe physical restraint as well as strategies and techniques for de-escalation. Any situation where physical restraint has been used is recorded by the school and is shared with parents.

Guidance for the Use of Reasonable Force reviewed July 2015.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**Exclusion** – As a school we avoid exclusion wherever possible but sometimes this may be deemed necessary by Senior Leaders. There are two types of exclusion; fixed term, allowing the school time to make reasonable adjustments to provision, to try to prevent the behaviours occurring again, and permanent exclusion, which would prevent the child returning to the school. The school has adopted the standard national list of reasons for exclusion, and the standard guidance found in the DfE document **Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2017**

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed term exclusions, up to a total of 45 days in any one school year. The Headteacher has the authority to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If a child is excluded, the Headteacher will inform the parent immediately, giving reasons for the exclusion. The Headteacher will also inform the Local Authority and the governing body of any exclusion. The Headteacher will also inform parents of how they can appeal the exclusion if they wish to the governing body. The governing body has a discipline committee who will consider any exclusion appeals on behalf of the governors.

## **Roles and Responsibilities**

### **Governors**

- The governing body has the responsibility to establish the guidelines on standards of discipline and behaviour, and to review their effectiveness.
- To support the Headteacher in adhering to these guidelines.
- To monitor the rate of exclusions and to ensure the policy is administered fairly and without discrimination.
- To have a discipline committee to consider any appeals in regard to exclusion.

### **Headteacher**

- To consistently implement the school behaviour policy under the School Standards and Framework Act 1998, by supporting staff and setting the standard of behaviour.
- To report to the governors, when requested, on the policy and its effectiveness.
- To ensure the health, safety and welfare of all children in school.
- To give any fixed-term exclusion to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude.

### **Staff**

- It is the class teacher's responsibility to manage the provision for all children within their class and make reasonable adjustments for SEND pupils.
- To ensure the school rules are enforced fairly and consistently with all children.
- To teach the rules so that the children have good attitudes to learning and are able to work collaboratively and become fully functioning members of the school community.
- To be mindful of their body language and facial expressions.
- To speak to children with respect and courtesy at all times.
- To have high expectations of all children with regard to behaviour, and to strive to ensure that all children work to the best of their ability.
- To record any incident of unacceptable behaviour via CPOMS.
- To speak to parents following incidents or repeated incidents of unacceptable behaviour.
- To seek additional support and guidance from Headteacher or Deputy Headteacher.
- To liaise with external agencies, when appropriate, to support any child within their care.
- To have discussions with parents about progress or discuss any concerns about a child in their class.
- To model good behaviours, respect and manners at all times, ensuring all communication is positive and appropriate.
- To ensure transitions between activities and buildings are orderly and the children walk and use quiet voices when inside.
- To use non-verbal signals to gain children's attention.
- To ensure pupils line up in alphabetical order and in an orderly manner ready to learn.
- To supervise and ensure good conduct in cloakrooms and toilet areas.
- To remind children of our high expectations within the playground and school canteen.
- To promote positive interactions in all areas of the school.
- To be actively engaged in learning and have a professional manner and appearance at all times.
- To follow guidance on reasonable force.
- To report an incident where reasonable force has been used in the NYCC Blue Book and communicate to Senior Leaders.

### **Parents**

- To work in partnership with school, so that children receive consistent messages about how they behave at home, school and within the community.
- To model good behaviours, respect and manners at all times, ensuring all communication is positive and appropriate.
- To read and explain the school rules – set out in the home school agreement / school brochure.
- To support your child's learning and to co-operate with the school.
- To ensure your child has the correct uniform and equipment at school.
- To engage pro-actively and speak with school staff over any issues or concerns.
- To support school in any consequences which have been applied to your child/ren. However if you have any concerns about the consequences applied please speak to your child's class teacher and if this isn't resolved please speak to the Headteacher. If these discussions haven't been resolved a formal letter can be written to the governing body (see Complaint Procedure).

### **Child**

- To follow the school rules and expectations;  
To be respectful and considerate  
To have high expectations of ourselves and others  
To have positive relationships – working collaboratively  
To have resilience

- To wear the correct uniform and have the right equipment ready for learning.

We must all ensure that we do not fall into the trap of a “cycle of criticism” with a poorly behaved child – LOW SELF ESTEEM LEADS TO POOR BEHAVIOUR WHICH MAY LEAD TO CRITICISM AND REINFORCE THE LOW SELF ESTEEM.

#### **Monitoring and Review**

- The school inclusion and positive behaviours policy will be reviewed annually.
- The Headteacher will monitor the effectiveness of the policy and will report to the governing body – making any recommendations for improvement.
- Star Awards, Smartest Class, Sticker Charts...
- Logs, MSA notes, and Blue Book are records of any negative behaviour.
- CPOMS Behaviour Logs are analysed and any patterns of behaviour are reported directly to teaching staff through pupil progress meetings. Reasonable adjustments or interventions are implemented.
- Exclusion letters and Local Authority Return Forms are kept on record.
- Challenging Behaviours Risk Assessments.

Reviewed Sep 2020

Next Review Sep 2021

Signed

Date