



**Behaviour and Emotional Wellbeing Policy**

Date	Review Date	Lead
<b>August 2016</b>	<b>August 2017</b>	<b>Karen Wakefield</b>

## Policy for Behaviour and Emotional Wellbeing

It is the primary aim of our academy that every member the community feels valued and respected, and that each individual is treated fairly. In order to achieve our aims and raise the quality of teaching and learning our behaviour and emotional wellbeing policy is based on respect. It aims to promote an environment where everyone, even those additional needs, feels happy, safe valued and respected.

We treat all children fairly and apply this behaviour policy in a consistent way. We recognise that children are individuals with differing needs and respond appropriately to meet these needs. Regular training and reflections support this.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.

Havercroft Academy has four rules to promote good relationships, allowing everyone to work together in an effective and considerate way.

- **We are always thoughtful: we keep each other safe and look after our property.**
- **We always work hard: we try our best and don't distract others from doing their best.**
- **We are always respectful: we are polite and trust each other. We understand and celebrate each other's differences.**
- **We are always honest: we tell the truth and talk to each other about how we are feeling.**

The rules are displayed around school and are referred to throughout the school day in assemblies and through the language of choice.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### REWARDS

#### Group

We encourage children to make the right choices so that they feel good about themselves and others. In addition we promote these right choices through house points. The school is divided fairly into four houses, red, blue, green and yellow. These are collected weekly in the classrooms, and around school, when children are seen to be following the Havercroft rules and developing valuable life skills. At the end of each week the house points are collated and the winning team is announced during our Friday Celebration assembly.

At the end of each half term, in consultation with the school council, the winning house will receive a team reward such as a pizza party, pictures and popcorn, bouncy castle.

## Individual Rewards

Children can receive a stamp on their stamp chart for personal achievements such as hitting their targets or completing excellent work. The stamps are collected on individual segmented cards. Children will be presented with a certificate when they have achieved the following number of stamps:

Bronze – 20 stamps

Silver – 50 stamps

Gold – 100 stamps

Platinum – 150 stamps

Parents will be sent a text to let them know their child will be receiving a certificate. The academy also acknowledges the efforts and achievements of children out of school. We encourage children to bring in their certificates and medals for example music, gymnastic, dancing so that these can also be shared in Celebration assembly.

## CONSEQUENCES

These are measures to support and encourage children to make the right choices. Staff are encouraged to use the language of choice and a stepped approach.

The school employs a stepped approach which is based on the language of choice to manage behaviour and there are a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. This is displayed through a traffic light system.

At the beginning of each session **all** children start on green. New session, new start.

### Language of choice

Say what you see - describe the unacceptable or inappropriate behaviour. Describe the behaviour you need to see. Present the children with a choice (a chance to change the behaviour or accept the consequence) Follow up with praise or consequence.

	Give a look, gesture or say name. Children should know what this means through reinforcement of the classroom routines
	SWYS – say what you see 'Marcus, you're calling out' and describe the behaviour you need to see 'Marcus, you need to put your hand up and wait your turn to speak, thank you
	Give children choice or consequence 'Marcus if you <u>choose</u> to keep shouting out you will have to sit in the cooling off space' Children should be praised for making the right choice
	Cooling off space. If the choice is the wrong one, children will be given time out in the cooling off space. (cooling off may be on a cushion, chair but should be away from the distraction) This consequence also includes a playtime detention which will be recorded.
	Exclusion from the classroom. If a child continues to make the wrong choice they will be removed from the class and the SLT will be informed. Parents will be informed if this happens and a meeting with the headteacher and class teacher will be arranged

Pupils kept inside the academy during break times must be monitored by a member of staff where distractions do not occur. Their names will be recorded. Children who receive regular playtime detentions will be discussed at meetings with senior leaders and an individual behaviour plan should be formulated.

Parents of children who have received an exclusion from their lesson will be expected to respond to a letter or phone call with the class teacher and a member of the Senior Leadership Team.

Any child who received more than one class exclusion will not take part in their house's special reward activity if their house wins.

### **Individual Behaviour Plan**

We recognise that some pupils need a tailored emotional and behavioural plan as the general policy may not meet their needs fully. Children who receive regular playtime detentions will be discussed at meetings with senior leaders and an individual plan will be formulated. This plan must be written in collaboration with the child and the class teacher and should identify key triggers and allow for regular positive feedback. This feedback may take place during lessons or at the end of each session. Consideration should be given to the child's timetable and whether more frequent breaks or rewards should be added. Staff recognise that the traditional timetable may not support the emotional and behavioural needs of some pupils so support from additional staff may be sought outside of the classroom. Training and advice from senior leaders and external agencies will be sought for those pupils requiring additional support.

### **The Role of the Teaching Staff**

1. To put the whole academy policy on emotional and behavioural wellbeing into practice consistently to have high expectations of the children and they strive to ensure that all children work to the best of their ability.
2. To enforce the academy rules and the procedures operating in each class so that their class behaves in a responsible manner during lesson time and around the academy.
3. To treat each child fairly and enforces the policy consistently through the use of the stepped approach and traffic light system. The teacher treats all children in their class with respect and understanding.
4. To achieve a settled atmosphere in the classroom so quality learning can take place, not to dwell on incidents of poor behaviour so that children recover quickly and repair takes place.
5. To record incidents where pupils have had a playtime detention and in collaboration with lunchtime supervisors if this happens over lunch time.
6. The class teacher liaises with external agencies, as necessary, 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 behaviour support service.
7. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Head Teacher**

1. To promote self discipline and a proper regard for authority.
2. Encourage good behaviour and respect for others.
3. To determine policy in conjunction with Governors and staff and to let that policy be known in the academy.

4. To create the conditions for learning which enable good learning to take place.
5. Ensure that these standards are consistently and fairly applied throughout the academy.
6. To ensure the health, safety and welfare of all children in the school.
7. To keep records of all reported serious incidents of misbehaviour.
8. 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The Role of the teaching assistants and learning mentor**

1. To put the whole academy policy into practice consistently.
2. To support the delivery of intervention strategies with groups and individuals using positive emotional and behavioural support.

### **The Role of Lunchtime supervisors**

1. To read the whole academy policy on behaviour and apply consistently.
2. To encourage good behaviour through a positive attitude towards all children using house point stickers.
3. To log instances of poor behaviour in notebooks which will be shared with the class teacher where necessary and learning mentor. To use 'Cooling off Areas to help children reflect on instances of inappropriate behaviour.

### **The role of parents**

1. To support the school to ensure children receive consistent messages about how to behave at home and at school.
2. To read and explain the Havercroft Rules.
3. To support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school using written and verbal communications, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or complaint process can be implemented.

### **The role of governors**

The Governors play a key role in influencing the ethos of the academy. This influence carries with it a responsibility to support the Head teacher and staff in maintaining high standards of behaviour. The Governing Body is responsible for reviewing the effectiveness of the behaviour policy.

The headteacher has the day-to-day authority to implement the school policy, but governors may give advice to the headteacher about particular issues.

### **Bullying**

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by

another, or a group or others, and usually forms a pattern of behaviour rather than an isolated incident.

1. In the first incidence the teacher needs to talk firmly to the aggressor or aggresses.
2. A repeat of the incident needs to be reported to the Head Teacher who will then see the children involved.
3. The Learning Mentor may become involved with the victim and the child causing the bullying.
4. Parents will be contacted and at times invited in for repeated bullying or an extreme incident of bullying.
5. Outside agencies may be brought into the school.
6. In extreme circumstances exclusion may be used.

**“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”**

An assembly to clarify this definition is held at the beginning of each school year. A child version of the definition is:

**“We do not bully other children. Bullying is when one child or some children together hurt another child more than once. We do not hurt other children’s bodies or feelings.”**

### **Racial and Homophobic Harassment**

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents of racial or homophobic harassment must be reported to the Headteacher, and logged. As with bullying awareness of Racial and Homophobic issues will be discussed during PHSE/SEAL and through whole school assemblies.

**We celebrate differences we do not use those differences as insults against people.**

(Incidents of Racial and Homophobic harassment are as a matter of procedure reported to the Governing Body – in addition incidents will be reported to the DFE in accordance to Government Policy).

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent and fixed term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Handling of Children**

The use of 'reasonable force' to restrain pupils within the academy is outlined in the July 2013 document DFE-00295-2013 Use of Reasonable Force in Schools. All academy staff are covered under this documentation and can legally use 'reasonable' physical force in the circumstances outlined.

Additionally key staff members will be trained through 'Team Teach' to 'develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.'

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Monitoring and Review**

The Policy has been written in agreement with Staff and Pupils, Parent Representatives and a member of the Governing Body. The Policy will annually be updated. The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents on the consequence cards. The Headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in their notebooks and on consequence cards.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.