



Behaviour Policy

About this policy

Date of last review: 25.08.21

Date of next review: 25.08.23

Introduction

At Inkersall Spencer Academy, we aim to create a positive learning environment where relationships are based on mutual respect and self-discipline. All staff are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school.

To quote the School Council from the Child friendly behaviour policy which they created ' We want Inkersall Spencer Academy to be a friendly, happy place to learn. We want children to have a positive experience in a school where everyone respects each other and follows the SMART pact'.

To support the emotional and social needs of children the school from September 21 is implementing a whole school approach called 'The Thrive Approach'.

Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Thrive's vision is of a world in which children's social and emotional needs are better understood and met, it is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

Successful behaviour management depends upon consistently reinforcing the positive behaviours that inspire SMART values, with clear and consistently applied sanctions for those who make a choice not to follow our expectations.

The behaviour policy is designed to:

- ensure appropriate language and behaviour throughout the school;
- encourage and praise greater effort and motivation in both work and behaviour;
- ensure a consistent whole school approach to discipline by all the staff in the school;
- ensure that parents are informed and are aware of disciplinary procedures;
- provide a system of rewards to encourage good behaviour;
- ensure a safe, caring and happy environment;
- promote good citizenship;
- promote self-discipline;
- prevent bullying.

Equal Opportunities Statement

The staff and pupils are committed to Equal Opportunities in all aspects of their work. We will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language and sexual orientation. The school is committed to supporting and implementing the Equal Opportunities policy. The staff and pupils recognise the personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.

SMART values

SMART stands for:

- Set out to succeed
- Make each day count
- Accelerate progress through independent learning
- Respect ourselves, the school and the wider community
- Together, we aim high

SMART expectations

Governors, staff and pupils have agreed the SMART expectations as part of maintaining a positive learning environment. SMART posters are displayed in classrooms and around the school, and all adults working or volunteering within the school are expected to model SMART behaviours every day. Pupils are expected to follow the SMART behaviour standards at all times.

Members of the school community will work towards the school aims for positive behaviour management by:

- displaying SMART standards in every classroom and ensuring that they are referred to regularly by staff;
- ensuring that pupils fully understand what SMART behaviours mean and how they are evidenced;
- applying the Behaviour for learning expectations, rewards and sanctions consistently and fairly
- developing and applying strategies to promote acceptable behaviours
- ensuring that teaching and learning are of a good or better standard and that lessons are well prepared for
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering a sense of belonging and pride in the school community
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team to implement the policy and support and encourage each other
- rejecting bullying and harassment in any form

Rewards

All members of staff are responsible for the behaviour of children around school and in lessons. The most effective way to encourage the conduct we wish to see is to praise and encourage positive behaviour. There is an expectation that when staff witness positive behaviour, it should be rewarded, including through the award of Class Dojo points which can be used to earn rewards across the school. In the same way, if a member of staff witnesses inappropriate behaviour, they are expected to challenge it and to outline how positive change could be achieved under the terms set out in this policy.

1. DOJO Time – Friday 2 – 3pm

All the children who have not received any orange dojos during the week will participate in a chosen activity with their class. The activities may be art based, sporting, creative, board games, singing or drama. Any children who received 1 orange Dojo will miss 10 minutes of Dojo time, 2 orange Dojos 20 minutes, 3 orange 30 minutes and more than 3 the child will miss all of Dojo time.

2. Weekly GROW assemblies - two children are selected in each class, one child will be selected for their GROW achievements and the other will be chosen for displaying SMART behaviours during the week.
3. Positive messages are shared with parents/carers this can be via Dojo or by a phone call home or face to face feedback. In EYFS and Key Stage 1, where possible, the teacher will try have a face to face conversation at pick up if this is not possible they will message or phone the parent of the child.
4. The children show their work to the Principal and Vice Principals and their work is shared on Dojo and they receive a sticker. The aim of this is to share all of the SMART things that are happening on a daily basis so look out for us catching your child being SMART.
5. Individual SMART certificates – the children will receive Dojo certificates throughout the year whenever they reach a particular milestone of green dojos. The first certificate is Bronze for 120 Dojos and the final one is Exceptional, which is given for 1200 green Dojos.

Green Dojo points are awarded for all positive attitudes and learning behaviours.

Positive behaviours include:

Playground:

- learning to resolve issues independently and appropriately;
- not following the crowd, but acting as a role model;
- making sure everyone else is able to enjoy playtime;
- playing with children that you wouldn't always play with, making sure everyone is included;
- making the right choices to promote community values and a good playground experience;
- resolving our own problems and helping others to do the same;
- sharing and including wherever possible.

Dining Hall:

- collecting cutlery and tidying away. Sharing our learning with others;
- waiting patiently and talking quietly to friends in line;
- being helpful to other children and helpful and respectful to adults;
- trying foods you have never tried before – you might like it!
- being social – sitting with children you wouldn't normally sit with and making sure everyone is included

- showing good table manners and clearing away mess;
- using our inside voices so everyone can be heard;
- speaking politely and being friendly to everyone

Classroom:

- taking responsibility and having ownership of our learning. Completing homework projects and using toolkits and other learning resources as we are asked;
- co-operating and including each other so we can be the best we can be;
- showing resilience – not getting upset, perseverance –keep trying, positive encouragement from peers;
- check work and recognise where you are showing progress. Keep on trying!
- treat others as you would like to be treated, respecting equipment and others. Remember we all have rights and responsibilities
- encourage each other to do our best.

Assembly:

- being a role model, taking in what is being said and showing it through actions in the week;
- celebrating each other's successes;
- showing engagement – listening to what is being said – and appreciating others achievements;
- act as a role model – we are all leaders;
- listen carefully to anyone who is talking. Celebrate successes the 'Inkersall Way'; and
- help others to make good choices

Going in and out of school:

- sharing learning with peers and adults, being prepared. Settling down quickly, ready to learn;
- arrive on time and leave in a sensible manner every day;
- come into school with a positive attitude –'today will be a good day!'
- be responsible and respectful of your own belongings and those belonging to others;
- remember every day is a fresh start;
- represent the school and make Inkersall proud;
- make sure everyone is together, looking after classmates, and ensuring we are all happy and achieving

How We Support Our Pupils to regulate their behaviour in school:

The Thrive Approach®

The Thrive Approach has evolved over the last 25 years, providing those who work with children and young people with the knowledge, skills and tools to optimise social and emotional development. Thrive is committed to supporting and encouraging the development of confident, curious, creative and capable children and young people who are open to learning and better equipped to deal with life's ups and downs.

Building positive relationships

The connections children and young people have with the adults around them is key. Repetition of positive experiences developed through Thrive activities supports their development, helping them to:

- feel good about themselves and know that they matter
- increase their sense of security and trust
- increase their emotional wellbeing
- improve their capacity to be creative and curious
- increase their self-esteem and confidence to learn
- learn to recognise and regulate their feelings
- learn to think before behaving in a certain way
- ...and much more.

How does it work?

Appropriate for all children from birth to adulthood, the Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. It helps us to understand how the brain develops, and how parents, teachers and other professionals can best support this development by providing the best experiences for the children at each stage.

How is Thrive Used in school?

We use a screening and monitoring tool called Thrive-Online® which identifies the developmental needs of individuals or groups and suggests actions plans to meet these needs so that children and young people can move forward and fulfil their potential. Thrive-Online will be led by your school practitioners who will:

- Profile whole groups as well as individual pupils identified as having additional needs.
- Create an action-plan at a group and individual level, with a raft of strategies and age-appropriate activities to build into teaching to support social and emotional development.
- Measure and report on the progress of whole groups and individuals over time.

The Aims of Thrive:

These include calmer children, less disruptions in class, improved attendance, reduced exclusions and higher achievements. The knock-on effect of this will be better parent-school relationships and improved staff morale.

Behaviour that will not be tolerated

Inkersall Spencer Academy is an inclusive school that has demonstrated a commitment to working supportively with parents and families to establish and maintain the highest possible standard of discipline and behaviour: however, pupils, parents, carers, and staff should be clear and consistent in the messages that some behaviours will not be tolerated. These include:

- swearing
- acts of violence
- bullying
- wilful damage
- acts causing significant disruption to learning

Consequences

Orange class dojo points are awarded for all behaviours which do not support our SMART pact.

Unacceptable behaviours include:

- lack of respect
- disruption to learning
- violence
- threatening behaviour including bullying
- causing deliberate damage to property
- discrimination
- non- cooperation
- leaving the classroom without permission

All behaviours contrary to expectations will be considered unacceptable in school. It is the role of all adults working in our school to consistently challenge all aspects of unacceptable behaviour: however, where such challenge results in a positive change in a pupil's conduct this should be acknowledged by the adult.

Sanctions:

Children receive orange dojos for behaviours which don't meet our SMART expectations. At the start of the year the School Council discussed and created the following sanctions, if children don't behave appropriately:

After a verbal warning:

Removal of 1 orange dojo – miss break time.

Removal of 2 orange dojos – miss 30 minutes at lunch time.

Removal of 3 orange dojos – A phone call home to discuss the child's behaviour and the child will miss a lunch time.

Removal of 4 orange dojos – Miss break and lunch times for a week.

The school reserves the right to exclude any pupil responsible for such behaviours if senior staff and members of the local governing body consider exclusion including permanent exclusion to be within the range of reasonable responses.

Any decision to exclude will not be taken lightly and will be in line with Academy, Local Authority and Department for Education regulations.

Internal Exclusion

Internal exclusions are at the discretion of the school and do not qualify as legal or formal exclusions: the Department for Education's statutory guidance on exclusions legislation does not apply to internal exclusions, because they do not impact on a student's education by removing them from school. Internal exclusion serves as a serious sanction directly above a fixed term exclusion and is used to prevent students from engaging with the school community but without this impacting on their academic learning. An internal exclusion is imposed for serious and/or persistent breaches of the school's behaviour policy. Patterns of behaviour will also be taken into account. Although decisions to internally exclude a student will depend on the individual circumstances, a child will be internally excluded if they receive a reflection whilst on a behaviour contract to reflect the seriousness of not engaging in sanctions already put in place. There is no statutory maximum period for internal exclusion. In most cases a period

of internal exclusion will not last more than one school day. The purpose is to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over. Parents/carers will be informed of the duration of and reasons for an internal exclusion by the Principal on the day that a decision to internally exclude is made. Parents/carers may be invited into school for a meeting to discuss the internal exclusion.

Exclusion

Exclusion is a last resort used in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.

The exclusion process

In considering an exclusion, the Principal and local governing body will take account of the guidance by Derbyshire County Council and the national framework documents.

Parents/carers will be notified of the reason for the exclusion both verbally and in writing. If a child is on a fixed term exclusion, a meeting between the parents and the school will be arranged before re-admittance. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record will be used to record the meeting. Where possible, the class teacher will be included in the re-integration meeting. A risk assessment may need to be carried out before the child is allowed to return to school. School work will be provided for any excluded child and the child will be expected to complete this work.

If the Principal and Local Governing Body permanently excludes a pupil, they must inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Principal will make it clear to parents or carers that they can, if they wish, appeal against the decision to the governing body. The school must inform parents how to make any such appeal. The Principal must inform The Spencer Academies Trust, the Local Authority and the Governing Body of any permanent exclusion, and the Chair of Governors of any fixed-term exclusions.

Permanent exclusion appeal

In order to hear an appeal, the governing body will convene a discipline committee made up of three members. When an appeals panel meets to consider an exclusion they consider the circumstances in which the pupil was excluded, any representations by parents or carers and the Trust (and Local Authority if permanent exclusion), and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

Out of School applications of the behaviour policy.

The behaviour policy applies when the children are:

- on school premises including before and after school hours;
- in the immediate locality of the school in the time leading up to the start of the school day or following the end of the day;
- off site on an arranged educational visit;
- wearing the school uniform so representing the school.

Bullying

At Inkersall Spencer Academy we aim to provide a caring, friendly environment for all pupils and staff. We believe that all children and adults have a right to feel safe, valued and anxiety free and that everyone working in and with The Spencer Academies Trust has a personal responsibility to ensure this is the case. School expectations and policies on bullying are captured in the Anti-bullying policy, available from the academy website.

Physical Intervention

We will always endeavour to de-escalate and contain any emerging behaviour need before it can result in the requirement to physically restrain a pupil. The physical restraint of a pupil is always a last resort when all other de-escalation techniques have failed and the pupil is or is in danger of harming themselves or others.

This is ensured by:

- ensuring all adults to be working with a child are briefed on all tasks or activities for the session before the session begins in order to discuss any foreseen triggers;
- knowing the children and their triggers;
- adapting to the needs of each child in each situation at that time.

Staff are trained in physical intervention and the head teacher monitors the use of physical intervention and reports to the governors on a termly basis if physical intervention has taken place. The school also has in place a positive handling policy and procedures for recording of incidents.

Monitoring of the policy

The Principal and school Senior Leadership team are responsible for continuously monitoring behaviour standards throughout the school. All bullying incidents are logged and reported to the full meeting of the local governing body each term.



INKERSALL PRIMARY ACADEMY

CHILD FRIENDLY BEHAVIOUR POLICY

What we want Inkersall Primary Academy to be like?

We want Inkersall Primary Academy to be a friendly, happy place to learn. We want children to have a positive experience in a school where everyone respects each other and follows the **S I M P L E** part

How should we behave and why?

We should be friendly, kind, hardworking and listen to our teachers and other adults so that we can learn to the best of our ability.



We should have pride in our learning and try hard to make the right choices.

We should respect each other, ourselves, and our learning environment.

What happens if we behave appropriately?

We get rewards:

Praise from our teachers

Stickers

We get to show our work to **Ms Allison**, **Mr Mercer** or **Ms Baker** and our work is shared on Dojo

We earn house points for our Team

We earn **green dojos**, which as a class, we can choose rewards for 2000, 3000, 4000 or 5000 dojos

We could be awarded a **GROW** or **S M A R T** certificate



What happens if we don't behave appropriately?

For example: Talking while the teacher is talking
Interrupting or calling out
Refusing to follow instructions



- | | | |
|----------------|---|--------------------------------------|
| 1 orange dojo | - | miss break |
| 2 orange dojos | - | miss 30 mins of lunch |
| 3 orange dojos | - | phone call home and miss lunch |
| 4 orange dojos | - | miss break time and lunch for a week |