



Behaviour Policy
2020-2021

Emneth
Academy

AIMS FOR BEHAVIOUR AT EMNETH ACADEMY

- To teach respect for individuals and the understanding that we are all different
- To ensure a consistent, positive approach to behaviour management through the school, to include and before and/or after school clubs
- To provide children and staff with an environment that is suitable for learning
- To ensure the emotional, social and learning needs of individuals are addressed appropriately
- To establish clear procedures for dealing with and managing unacceptable behaviour
- To praise and reward good work, behaviour and attitudes

EMNETH ACADEMY ETHOS

In consultation with children, staff, parents and governors at Emneth Academy, we have developed a policy which aims to encourage children to work and play together to maintain this ethos.

- We promote an awareness of everybody's individual needs and aim for everybody to be valued in the community.
- We expect good behaviour to be modeled by all adults and we expect everyone to take pride in their school, their class, their work, their environment and their relationships.
- We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.
- We celebrate and praise children's achievement and success.
- We value parental support in working collaboratively to find solutions to behaviour management issues.
- Positive behaviour strategies and sanctions are practiced in a systematic way by all adults in school.

THE PRINCIPLES FOR BEHAVIOUR IN THE ACADEMY AND THE ACADEMY RULES

The Academy's Rules for behaviour in the Academy have been agreed by the whole school community. They are:

1. READY
2. RESPECTFUL
3. SAFE

What Children Can Expect of Adults:

With a little support most pupils will be able to maintain appropriate and positive and pro social behaviour. In order to support them in doing this:

- Adults will model positive behaviour for all pupils.

- Adults will recognise that all children are individuals and may need person specific approaches.
- All staff will allow processing time.
- All staff will make expectations clear, including naming and modelling desired behaviours so that the children understand, not using ambiguous language such as 'good behaviour'.
- Adults will give pupils choices that include consequences and specific praise.
- Adults will praise children by 'catching children following the rules'
- All staff will use a planned approach in order to be consistent in their approaches to behaviour management and responses to individuals
- Adults will provide frequent reminders of positive behaviour through visual and verbal encouragement and reminders, clear adult modelling and opportunities to discuss positive behaviour in PSHE, assemblies etc.
- Adults will respond positively when adult intervention is needed and ensure that appropriate information is passed to other staff in a timely manner. Including the recording of any incident of bullying, sexual or racial harassment.

A Therapeutic Approach

At Emneth Academy strategies are based on the principles outlined in Norfolk Steps. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing 'internal discipline' in the children whom we teach.

Teaching behaviour is about:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Experiences - Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams and behaviour plans support this)
- Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised and rewarded, (Catch them being good!)
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

The important principle is that we ANALYSE children's behaviour and not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs

Praise and Rewards

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- Praise from adults and peers
- Showing good work to other classes, teachers or Senior Leadership Team.
- Good work and achievement displayed on the Recognition Board.

Team points:

For good work or trying hard throughout the day and following the Academy rules, the children will receive team points

Celebration Assembly:

The children highlighted on the Recognition Board will be celebrated in assembly each Monday.

Consequences

At Emneth, adults have the responsibility to use consequences, which are directly linked to the problem behaviour and as a result help the young person learn and develop positive coping strategies/behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, assisting with repairs and restorative meetings. After any consequence is applied it is important to repair and rebuild the relationship between the adult and the child.

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishment can harden and numb the young person, produce obstinacy, sharpen the sense of alienation and strengthens the power of resistance. Punishment relies on external discipline.

Protective Consequences

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment if being used unsafely
- Removal from situations

- Time to reflect in a safe space
- Personalised individual plan
- Physical restraint
- Exclusions

Educational Consequences

Educational consequences are always essential. We will be able to show how we have helped children develop new skills or new ways of thinking through discussion, debrief, activity or rehearsing. Educational consequences provide children with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. These could include:

- The equivalent time in lesson time is made up break time or lunch time to make up work and time to reflect.
- Sharing incidents of negative behaviour with significant adults
- Removal from the scene of the incident until ready to return to planned activities
- Working inside/outside the classroom
- Alternative play spaces or times, including Thrive room open at lunchtime when necessary.
- Discussions at staff meetings to ensure consistent approaches and share ideas.
- Teachers to use class log – then discussed at ALT every fortnight to look at potential patterns.

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn?
2. How am I going to teach them?

When facing challenging behaviour:

· Positive phrasing, using the child's name and Thank you e.g. - "(child's name), Stand next to me, thank you" - "Put the toy on the table, (Child's name), Thank you" - "Thank you, Walk beside me, (Child's name)"

· Limited choice e.g. - "Put the pen on the table or in the box" - "When we are inside, Lego or drawing" - Talk to me here or in the courtyard"

· Disempowering the behaviour e.g. - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"

· Use of a De-Escalation Script e.g.

Use the person's name – "David"

Acknowledge their right to their feelings – "I can see something is wrong"

Tell them why you are there – "I am here to help"

Offer help – “Talk to me and I will listen”

Offer a “get-out” (positive phrasing) – “Come with me and.....”

Reflect, repair and restore (after an incident)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

- Explore what happened? (Tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

The Thrive Room:

Thrive will be used as an intervention where a child shows persistent high levels of behaviour which impact on their own and others learning and this has not improved following the implementation of the risk management strategies within the classroom.

THE PLAYGROUND:

The rules will be taken into the playground and the same processes apply. Any rough play, the children receive two minutes sitting out on the bench and TAs to keep a tally. TAs are then to liaise with class teachers and if appropriate transfer to the class teacher log.

Stage	Typical Behaviour leading to each stage	Support Strategies	Suggested Sanctions	Communication with parents
1	Multiple time out/ negative comments recorded on Pupil Asset	Class teacher to mentor the pupil. Behaviour to be monitored by Class teacher via Pupil Asset Class teacher may organise a special behaviour chart.	‘Time out’ Social time to catch up lost learning	Class teacher to contact parents to report concerns with behaviour and what has been put in place. Class teacher to contact parents weekly via dojo. <i>SLT & SENDCO made aware.</i>
2 School Action	Negatives continue whilst on behaviour chart (repeated defiance / disruption) Repeated ‘time outs’	Class teacher to monitor daily log on Pupil Asset. Class teacher to monitor weekly. Any concerns to be directly to <i>SLT</i> . Mentoring continues with class teacher plus support from <i>SLT</i>	BSP in place with reward/sanction	Meeting to be held with pupil, parents, Class teacher, <i>SLT</i> . A BSP to be written with <i>SLT</i> , class teacher. Class teacher to make weekly contact with parents. Class teacher to make referral to <i>SENDCO</i> .
3 School Action Plus	Negatives continued whilst on behaviour chart (repeated defiance / disruption) Repeated ‘time outs’ with <i>SLT</i> . Potential for FEX.	Class teacher & <i>SLT</i> continue mentoring and monitoring daily via Pupil Asset. <i>SENDCO</i> to investigate behaviours through observation, meet with parents, staff. PSP (Pastoral Support Plan) looked into.	Working with <i>SLT</i> BSP sanctions used	Meeting to be held with pupil, parents, Class teacher, <i>SENDCO</i> , <i>SLT</i> Specific targets and SENDCO observations discussed. <i>SLT</i> to give Pastoral Support Plan information to parents explaining next step if improvement not seen
4 Risk of FEX	Repeated negatives, ‘time out’, daily, repeated disruption in class.	Pastoral Support Plan in place with <i>Principal</i> . Class teacher & <i>SLT</i> to mentor and monitor daily via daily report. Regular meetings between <i>SENDCO</i> , <i>SLT</i> & Class teacher	Fixed Exclusion? At risk of Permanent Exclusion	<i>SENDCO and Principal</i> to arrange and lead a Pastoral Support Plan (PSP) meeting with pupil, parents, Class teacher, representative from PRU and any other interested parties.

Reviewed and amended January 2020

To be next reviewed January 2021



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