



Behaviour Policy

Document Control

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1.0	EA	New Spa Academy Policy	AGB	Jun 2019	Oct 2020
1.1	EA	Behaviour, consequence flow chart and Aspire	AGB	Oct 2020	Sept 2021
1.2	EA	Rewards and consequence flow charts updated	AGB	Sept 2021	Sept 2022
1.3	EA	Flow charts updated, 'Exclusion' changed to 'suspension', values updated	AGB	Sept 2022	Sept 2023

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1. INTRODUCTION

At Spa Academy Askern, we believe that children should look forward to coming to school and feel relaxed and happy in their learning environment. We aim for all members of our learning community to feel proud of each other and particularly the behaviour and conduct of our children. We expect that all staff and children alike will feel positive about their experiences every day and be inspired to tell others about the positive behaviour of our school. We recognise that exemplary behaviour underpins effective teaching and allows teachers to concentrate on providing challenging, independent learning experiences for children and allows children to concentrate on their learning. All members of the learning community have a responsibility for managing behaviour in a positive manner and ensuring they act as good role models for children at all times. We believe that through an ethos of respect, everyone in our school will be happy.

2. PRINCIPLES

At Spa Academy Askern, we consider every person to be of value irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. We aim to create positive, law-abiding citizens of the future. We create a positive learning environment so that all children can achieve their potential.

Through this policy we aim:

- To promote and encourage positive behaviour at all times
- To keep the school community safe and secure
- To keep the school free from any kind of intimidation or bullying
- To address concerns about behaviour and deal with these to the best of our ability.
- To foster mutual respect and understanding
- To develop good social skills
- To promote emotional well being
- To develop increased self esteem
- To give consistency and structure
- To create a positive environment for learning
- To enable effective teaching and learning and raise standards.

3. BEHAVIOUR FOR LEARNING

At Spa Academy Askern, we believe that the first step in establishing a purposeful and positive learning ethos is through having a clear code of conduct for all. This is our behaviour for learning and reflects our school values (see 'Values' section).

We believe that all children should be challenged and encouraged to reach their full potential and have their achievements celebrated. We work in partnership as a learning community to create a learning environment where everyone is valued, cared for and happy. We believe that offering our children a creative and stimulating curriculum based on first hand learning experiences makes learning fun and challenging for all. By building confidence, independence and encouraging risk taking, we are developing important life skills, a lifelong love of learning, and success for all. We have high expectations of all our children.

Behaviour for Learning is that which demonstrates the right attitude, high expectations and underpins being an effective role model and an effective learner. We demonstrate this commitment to learning and positive attitudes through:

- Coming to school prepared with the right equipment, correct uniform and clothing and a positive attitude to learning each morning
- Respectful and active listening and speaking with good eye contact, not interrupting when any member of our community is talking, not shouting out etc.

- Positive body language which demonstrates our positive attitude to learning by sitting up smartly and attentively
- Being polite, respectful and courteous to each other at all times and in all our interactions.
- Offering regular praise and encouragement of each other and celebrating each other's success
- Sharing and working together equally with all members of our school community
- Showing our respect for each other's beliefs, culture, ideas and opinions
- Coming into and leaving school in a calm and orderly manner
- We allow learning to take place without disrupting or distracting each other
- Keeping our classrooms and all our school resources and equipment tidy and well organised

4. PROMOTING POSITIVE VALUES AND BEHAVIOUR

We feel it is the responsibility of all to promote the right attitudes and behaviour for learning in our school. It is also important that:

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provide a positive role model for children and this is reflected in their professionalism.
- Children will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each student where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual student.
- Children are encouraged and expected to respect each other, staff, visitors, the school environment and those they meet when out of school.

We also ask for parental support with maintaining high standards of behaviour in school through:

- Supporting the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encouraging respect for their child's school, staff and their child's classmates
- Showing respect and support for the school's Anti Bullying policies
- Working in collaboration with school staff to resolve any behaviour issues that may arise

5. SCHOOL VALUES

The School Values outline the expectations for positive behaviour in school and underpin our school motto: 'Better never stops'. They are displayed in pictures and texts all around school. Our school rules reflect these values and it is essential that these rules are referred to at all times to maintain their importance.

School Values:

- Pride
- Ambition
- Integrity
- Responsibility

It is essential that staff refer to values frequently and reinforce them through praise and rewards. We aim to develop a positive praise attitude. Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement.

Rewards used include:

- Verbal praise and acknowledgement
- House points linked to class awards each half term
- Stickers/stars/stamps
- Weekly 'Star Learner' certificates
- Head Teacher Awards
- Extra privileges - reward time, lunchtime clubs, rabbits in pastoral/class
- Displays in class
- Opportunities to praise in assemblies including attendance champion award and Homework Heroes.
- Good Behaviour Banquet

6. PROMOTING POSITIVE BEHAVIOUR OUTSIDE THE CLASSROOM

Children are encouraged to make the right choices when out at play during playtime and lunchtime. School expectations are promoted by the staff working during these times. Staff will work on the playgrounds to help setup and run positive play experiences for the other children. If there is an argument or dispute between children staff should use the 'restorative script' to resolve these problems as much as possible in the first instance. Should further adult intervention be required, children can seek assistance from any adult outside or request permission to go to the pastoral team for support. Any incidents to be logged on CPOMs at the earliest convenience by the member of staff on duty and reported to the Pastoral Team if further action is needed.

If a child makes a wrong choice during playtime/dinner time:

- An adult will remind child of the school value linked to the negative behaviour.
- Staff should de-escalate any negative behaviours by talking to the child using the restorative script and discussing positive behaviour choices.
- Move them to different area of playground or a lunchtime club
- If child persists or refuses - keep child with you for 5 minutes.
- If negative behaviour continues staff should use walkie talkies to notify a member of Pastoral Team to investigate and assign an appropriate consequence.

7. PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

If a child makes a wrong choice during learning time:

- An adult will remind child of the school value linked to the negative behaviour.
- Staff should de-escalate any negative behaviours by talking to the child using the restorative script and discussing positive behaviour choices.
- Move them to different area of the classroom if needed or to a different learning space.

- If child persists or refuses, then a logical consequence is agreed and carried out eg a child may stay in with the class teacher to complete work.
- If negative behaviour escalates, the child may need to work out of class for the next teaching session with the Teaching Assistant either alone or with an appropriate group of children to model positive behaviour.
- Record behaviour incident on CPOMs at the earliest convenience by the class teacher and inform teacher if needed. Speak to parents to inform them if needed
- Any serious incidents such as fighting, racist comments, bullying, should involve a member of the Pastoral Team or member of SLT who will complete the incident on CPOMs and action the necessary consequences.

8. RESTORATIVE SCRIPT

Staff should de-escalate any negative behaviours by talking to the child using the restorative script and discussing positive behaviour choices. This should only be done once a child is calm and ready to change their behaviour. The following sentence prompts should be used:

- What happened?
- I have heard that...
- How did it make you feel? (or I can see that you are feeling...)
- Who else has been affected?
- What could you do to solve the problem?

9. CONSEQUENCES

If a pupil fails to follow the school rules and show the school values the following consequences can be used (see appendix for the more detailed formal process). At any of the following stages positive behaviour may return and needs to be encouraged and rewarded.

- Reminder of expectations and rules
- Change of work/play area, task or expectation
- Arrangements to work in another classroom for the next session
- Removal to an appropriate space to allow de-escalation. The main focus should then to be return to learning when the child is ready.
- Reflection time at break (with class teacher) or lunchtime (with class teacher or pastoral)
- Detention arranged for after school with parental agreement.
- Internal suspension or break/lunchtime suspension
- Short term suspension for a fixed period
- Permanent suspension

Monitoring behaviour

Following negative behaviour incidents it may be necessary to closely monitor a child's behaviour using one of the following:

- **'Attitudes to Learning' report card** – children can be placed on an Report Card in order to develop a more positive approach to their learning for a maximum of two weeks.
- **Behaviour Log** – a book may be needed for more detailed communication between home and school. This should always follow a meeting involving SLT/inclusion team and parents and be reviewed at least fortnightly.

- **Behaviour support plan** – This is for key interventions in school and is reviewed at least half termly with parent and child. This should always follow a meeting involving SLT/inclusion team and parents.
- **Outside agencies involved** – as appropriate

Internal Seclusion

Following withdrawal, the Head Teacher may decide that the child is to be secluded from class and school activities for a period of time appropriate to the seriousness of the incident, the age of the child and their individual needs. This may vary from half a day to a full week. Parents will be informed of this decision immediately. During seclusion the parents bring the child directly into school and collect them from the Main Office. The child will eat their lunch in seclusion and breaks will be taken at different times from the rest of the school. Work will be set by the class teacher.

Suspension

An suspension is seen as a last resort, after all other attempts to modify behaviour have failed. Suspension serves several purposes, including:

- To act as a consequence and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the well-being and entitlement of other children and staff in school.

If the Head teacher decides to suspend a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding suspension. Appropriate work will be set.

The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also suspend a pupil permanently. It is also possible for the Head teacher to convert a fixed term suspension into a permanent suspension, if the circumstances warrant this. If the Head teacher suspends a pupil, they must inform the parents immediately giving reasons for the suspension. At the same time the Head teacher 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 Head teacher also informs the Governing body and Local Authority Inclusion Team about any suspensions. Once a child has been suspended they may have a PSP (Pastoral Support Plan). This means that all agencies involved with the child and the parents have regular meetings in order to set achievable targets for the child to work towards keeping the child in school. Following an suspension the child will be met by the Head teacher to discuss the suspension and their future behaviour – this is called the reintegration meeting.

10. TEAM TEACH

Team Teach is a structured, non-violent staff development programme that promotes Techniques (that are) Effective (with) Anger, aggression Management (utilizing) Therapeutic Educational Awareness Communication Handling (strategies).

The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical intervention becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option than to hold a student, and it teaches safe, effective ways to do this. Spa Academy Askern is committed to Team Teach and ensures that appropriate staff have been trained in its use. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to

be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the children remain safe.

Positive Handling Plans

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual student. The class teams and Inclusion Team are responsible for drawing up the plan, in consultation with parents, other members of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist service, respite care homes, social workers and Medical Professionals etc. The plan will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents of inappropriate behaviour, and clear instructions on how to intervene when the behaviours have occurred. Any Team Teach positive handling techniques that are likely to be used will be included in the programme. Any techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the behaviour coordinator and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. Any incident of positive handling will be recorded on CPOMs.

11. SUPPORT IN SCHOOL

The SLT and Inclusion Team will support all staff in school with the implementation of this policy. The Inclusion Team will put together a half termly report on behaviour which will be submitted to the school management team to review. This will include any incidents of racist or bullying behaviour.

11. PREJUDICED BEHAVIOUR

In line with CYPD policy, all racist and bullying incidents are reported to CYPD electronically and to Governors. Please see the Bullying Policy for more information.

This policy was written following advice from National and Local policies. For example, the elements relating to TEAM TEACH have been developed in response to DfE. Guidance (11/07) on "The use of force to control or restrain children", and in conjunction with section 93 of The Education and Inspections Act 2006. It also follows the BILD (British institute for learning and development) code of practice for the use and reduction of restrictive physical interventions. (2010) 'Third edition'. The policy should be read in conjunction with other school policies relating to interaction between adults and children.

DfE guidance on the use of force 'July 2011' stipulates that reasonable force may be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil from 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 in the playground.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Teaching and non-teaching staff work in 'loco parentis' and have the power to use reasonable force. They should always operate with an appropriate "Duty of Care". They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when children, staff or property are at risk.

The following people were consulted and will be consulted throughout the monitoring and evaluation process:

- Staff through running consultation and behaviour forum meetings
- Parents
- Governors
- School Council

This policy, like all other school policies once agreed, is not optional. All staff are expected to follow the procedures consistently and without variation. The Headteacher will be responsible for monitoring the application of the behaviour policy. If staff wish to discuss changes in policy it is expected that they will raise this, following appropriate procedure, with those responsible for monitoring. Failure to follow this policy can result in disciplinary action.

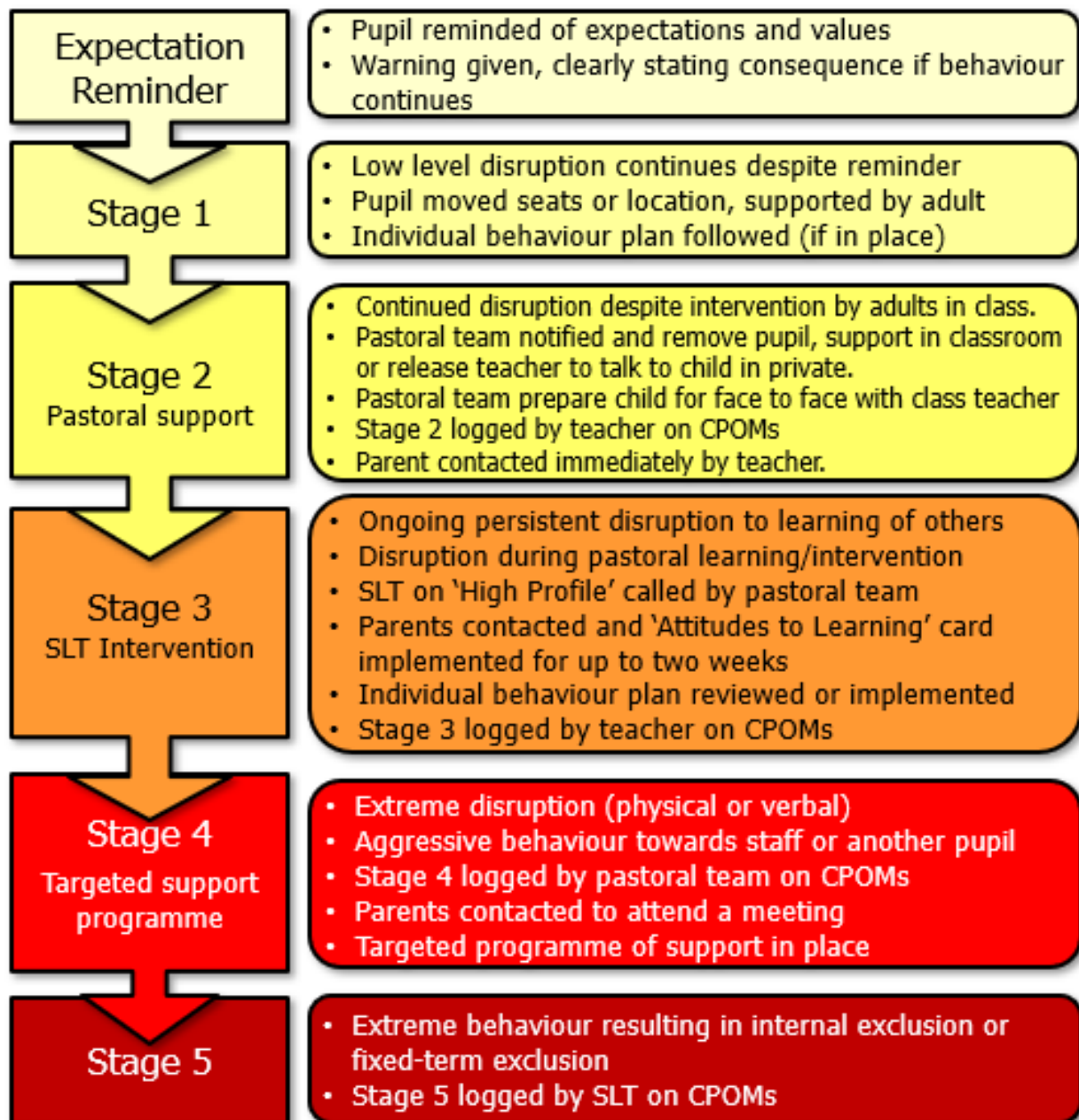
Policy updated September 2022



Behaviour Expectations



Ready  **Respectful**  **Safe**



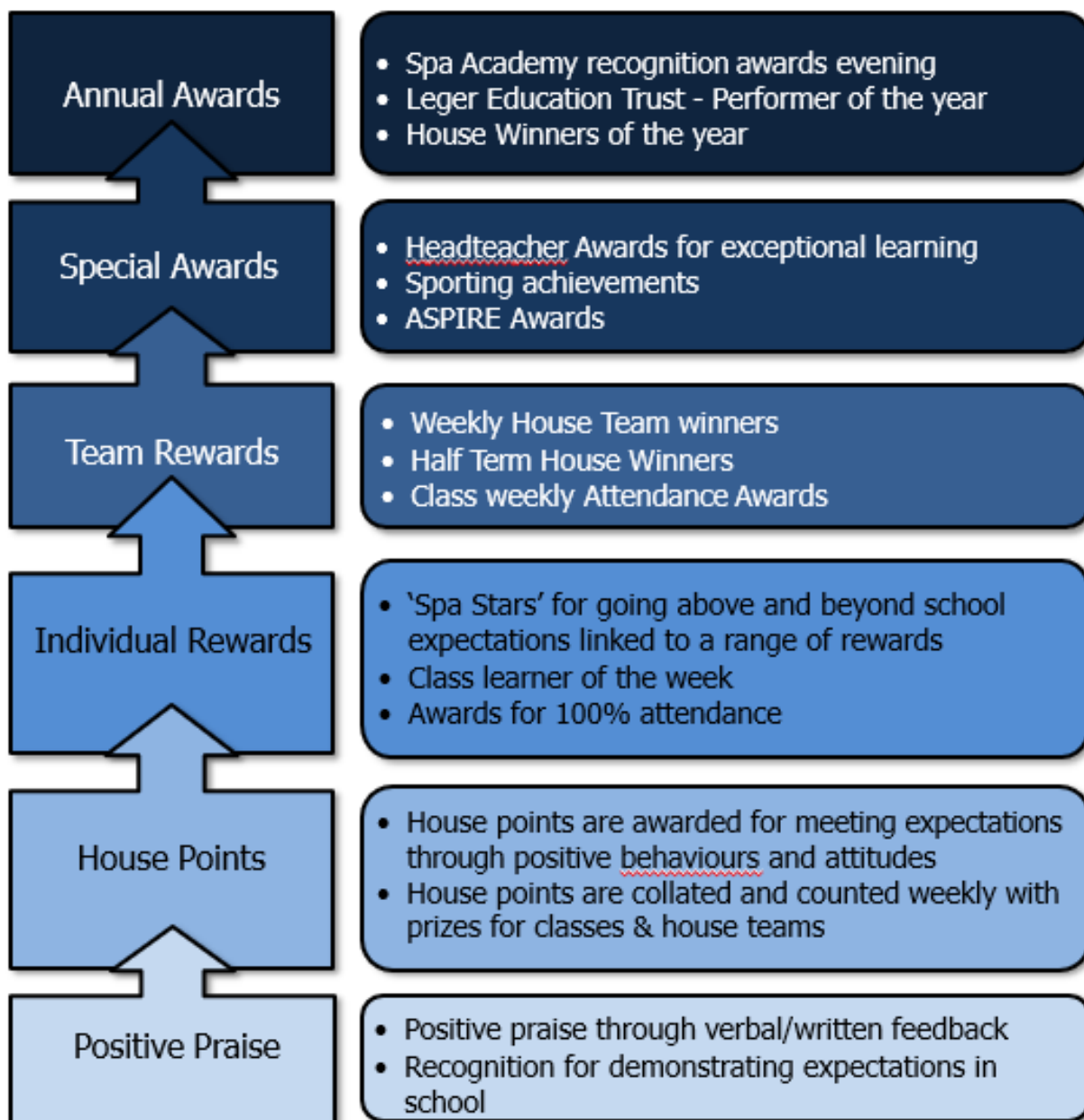
Pride ~ Ambition ~ Integrity ~ Responsibility



Awards and Recognition



Ready  **Respectful**  **Safe**



Pride ~ Ambition ~ Integrity ~ Responsibility

APPENDIX 3 – ATTITUDES TO LEARNING CARD

EXAMPLES OF ATTITUDES TO LEARNING CARDS:

Pupils will be awarded 'Attitude to Learning' grades, from 1-4, for each learning session, whilst on their Aspire Card.
Below are the categories and descriptions in which pupils will be scored upon.

The expectation is that pupils aim to earn as many 1's as possible in a day (a score of 1 for every session).
If the score is higher than the goal set by them and their teacher, the child will remain on the Aspire card to be monitored for a further week.



Spa Academy Attitudes to Learning

An aspire card is put in place in order to develop a more positive approach to learning

'Better never stops'

**Pride
Ambition
Integrity
Responsibility**

Learning Behaviour– Linked to school values			
1 – On Task	2 – Mostly on task	3 – Sometimes off task	4 – Off Task
<ul style="list-style-type: none"> Positive contribution to learning. Regularly demonstrates school values. Has positive behaviour Follows school expectations 	<ul style="list-style-type: none"> Often contributes positively in lesson. Sometimes shows characteristics of the school values Rarely reminded about school expectations 	<ul style="list-style-type: none"> Very rarely contributes to learning A passive learner Sometimes needing reminding of school expectations 	<ul style="list-style-type: none"> No positive contributions to learning. Often a negative influence on the learning of others Often fails to meet school expectations

Notes from face to face meeting:

Name: _____

Class: _____



Attitudes to Learning



Daily target score:

W/C:	Morning Task/ Assembly	Reading	English	Break	Newsround	Maths	Dinner	Quiet Reading	Lesson (1.20-2.15)	Lesson (2.15-3.00)	School Signature	Home Signature
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												

Examples of Expectations Posters displayed in School:



PLAYGROUND EXPECTATIONS

READY  RESPECTFUL  SAFE

What does it look like?

Everyone having fun Playing Socialising/chatting
Sharing and respecting equipment
Kind body language Ready when the bell goes

What does it sound like?

"Can I join in?" "How are you?" "Thank you"
Polite language Good manners Kind words
Silent when lining up/coming inside Laughter

What does it feel like?

Fun Friendly
Happy Active Safe



CORRIDOR EXPECTATIONS

READY  RESPECTFUL  SAFE

What does it look like?

Walking on the left Smiling Single file if passing
Holding doors open Feet on the floor
Arms by sides/behind backs Straight line when lining up

What does it sound like?

"Good morning/afternoon" "How are you?" "Thank you"
Adults greeting pupils as they enter rooms
Silent when lining up Quiet conversation when moving

What does it feel like?

Calm Positive Safe