



# Amherst School (Academy) Trust

## Behaviour Policy

<b>Policy Title</b>	<b>Behaviour Policy</b>
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<b>Policy Reference</b>	<b>Updated Sept 2021</b>
<b>Function</b>	For Information and Guidance
<b>Status</b>	Statutory
<b>Audience</b>	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
<b>Ownership / Implementation</b>	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
<b>Review Frequency</b>	3 yearly
<b>Date Approved by Staff and Welfare Committee</b>	September 2021
<b>Date Approved by Full Governing Body</b>	Responsibility delegated to the Staff & Pupil Welfare Committee
<b>Date for Review</b>	September 2024



### *Inspire Every Pupil*

#### **General Statement**

**Development of good standards of behaviour is a shared responsibility.**

*All staff and governors are expected to make themselves aware of the content of this policy and to adhere to the agreed statements and procedures.*

The staff and governors of Amherst School strive to provide an environment within which children are able to fulfil their potential in all areas. All members of the school are given clear guidelines on what is right and what is wrong, and what is and what is not acceptable behaviour.

Children should be able to regard the school as a place where there is a caring atmosphere and where they are safe. Should they have anxieties over work, relationships with peers or other concerns, they should feel that they are able to approach a member of staff to express their concerns. At Amherst School we have six values and six simple school rules attached to each value:

#### **The six Amherst values and rules:**

**Trust** We will act responsibly and honestly to earn the trust of each other at Amherst School.

**Kindness** We will treat everybody and everything with care and respect at Amherst School.

**Determination** We will work hard to do our best even when things are difficult.

**Politeness** We will be well-mannered and courteous towards everyone at Amherst School.

**Fairness** We will treat everyone as our equal (s) at Amherst School.

**Cooperation** We will all work together to include each other as a team at Amherst School.

Assemblies, the PSHE curriculum and class discussions will where appropriate teach and reinforce our values and rules. Good behaviour should receive positive reinforcement. We reward positive behaviour through House Points, verbal praise, Headteacher Awards and Star of the Week (celebrated in Friday's Achievement Assembly). We also use a Buddy System, which includes each Year 6 child paired with a Year 3 child. This system helps promote the Year 6 children as role models and provides them with additional opportunities to practise the school values and rules. Our focus is to reward effort rather than just outcomes.

The frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in the school. All staff should:

- praise frequently
- make praise genuine
- praise achievements and efforts
- be sincere
- use praise as part of the teacher/pupil relationship

Verbal praise should be used for:

- following instructions
- good looking/listening
- making good choices
- being polite
- giving 100%



Aspects which contribute towards a good atmosphere in the school include:

- mutual respect for adults, children, the school and the property of others
- the requirement to wear school uniform
- positive attitude to learning and presentation of work
- quality of display
- general tidiness of the classroom and school generally
- behaviour in assembly
- behaviour at lunchtime and playtime
- professionalism of staff including staff dress code
- commitment of staff and children to extra-curricular activities

The following additional rules are linked to keeping children safe. They aim to encourage good behaviour, to provide a good learning environment and to take account of Health and Safety.

### The General Rules are:

- ***“Use your common sense”***
- No running in the building or in potentially hazardous areas.
- Play should be controlled and not over-boisterous.
- There should be no deliberate physical contact with another child.
- Children should respect the wishes of others and treat other people as they would expect to be treated.
- Children will wear the school uniform at all times.
- No child should remain unsupervised in the building at any time unless going to the toilet.
- All children enter and leave the building via the playground exit.
- Parents should complete the online consent form if the child has permission to walk home.
- When leaving school if a parent has not arrived to collect, then the child should return and wait in the Reception.

### Class Rules/Charter

Each class may create their own class charter that is personal to the children and teacher. All class charters will support the positive ethos and high expectations set within the school.

### Parental Involvement

Parents are a key factor in the behavioural development of their children and the Home School Agreement sets out how the parents and school can work together in this process.

As a general rule parents should not be informed of behavioural problems which would arise as part of normal life in the school. When a child persists with misbehaviour then the Headteacher should be informed and after consideration of the individual case, a decision may be taken to invite parents to the school to discuss the matter.

### Parent Consultations

Parents are aware that they will be contacted if a behavioural problem arises. Therefore discussions at consultation



evenings should be about problems already known to the parent.

The Headteacher should be made aware of any discussions which take place with parents over behavioural matters. Comments about behavioural difficulties should be tactfully recorded in End of Year Reports.

### Staff (teaching and non-teaching)

Staff must treat each individual equally and with respect at all times. Their approach should be 'friendly but firm'! The same degree of courtesy must be expected in return. The school encourages a sense of fairness throughout and through this the child's sense of self-discipline will be developed.

#### Guidance for Praise & Reward

- give attention and praise to positive behaviour and select appropriate strategies to deal with inappropriate, attention seeking behaviour.
- reward effort as well as achievement.
- be wary of overuse of reinforcement as it can lead to satiation.
- be sensitive to the way praise is offered taking account of individual character and needs.
- make clear to the children what behaviour is being reinforced
- apart from making the individual aware, praise should also highlight to others what is being done well.
- it may be necessary to 'search' for behaviour that is deserving of praise – look for the positive rather than the negative.
- staff should set high expectations, be firm but fair and give and receive respect.
- good relationships are vital – amongst everyone at every level. Take the initiative: greet and be greeted, speak and be spoken to, smile and relate - communicate.

### Consequences

We accept that problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but the way we deal with them. All staff should:

- address the problem
- avoid confrontation
- listen
- establish the facts
- judge only when certain
- use consequences/sanctions appropriately

Where pupils deliberately refuse to respond to early warnings and prompts, there must be consequences/sanctions. Any refusal to accept a sanction will mean that the next level of consequence will be applied.

#### Helpful suggestions:

- Do not lose your temper, keep calm and do not shout
- When speaking to a member of staff, the pupil should use the teacher's name
- When reprimanding a child ensure that eye contact is maintained

When a child is reprimanded by an adult, the adult should remain calm and avoid raising their voice. Shouting at a child soon loses its impact and can have a negative effect which can lead to problems for the future. Sarcasm should **never** be used.

When a child has been reprimanded and a suitable time for reflection has elapsed, the teacher should discuss the incident with the child to ensure that the reason for the reprimand is understood.



Most incidents of bad behaviour can be dealt with on the spot and need not be taken further. In cases where the misdemeanour is potentially dangerous or gives cause for concern then the Headteacher or Assistant Headteacher should be informed.

### Staff Concerns

Any member of staff who has concerns raised by a change in the child's behaviour should discuss this with the Child Protection Officer and continue to monitor the situation.

### Consequences/Sanctions

Each child must be seen to have been dealt with fairly. However, he or she must be considered in the light of all related circumstances and what might be considered to be an appropriate sanction for one child might not be appropriate for another.

#### Agreed Sanctions:

- removal of a privilege
- removal from the playground
- setting of extra work
- removal from the classroom to work in a colleague's classroom.
- removal from the classroom to work in a colleague's classroom in a different year group.
- removal from the classroom to work in the Assistant Head's classroom.

It is not normally appropriate for a child to miss P.E., games or swimming for poor behaviour. An alternative sanction should be found.

As a general rule cases of poor behaviour should be dealt with by the class teacher. If necessary, the child should be referred to the next level as follows:

1. Class Teacher
2. Year Group Leader
3. Assistant Head Teacher
4. Headteacher

#### Consequences for non-compliance, aggression and violence

Despite the system of sanctions and rewards there will always be those children who act in a violent or aggressive way. In extreme cases of anger, the pupil must be given time to calm down before any attempt is made to discuss the behaviour and issue consequences.

All staff should:

- provide pupils with a 'way out' to avoid escalating behaviour.
- give a clear message of inclusion to all pupils – they belong, are valued and part of the learning community
- avoid confrontation
- acknowledge when things are going well – take time to listen and talk to pupils
- removing peers from the situation into a place of safety



- be consistent in responding to inappropriate behaviour

### Procedures – the steps to follow

Should pupils respond in a non-compliant, aggressive or violent way the incident must be recorded and a copy of the incident given to the Headteacher or Assistant Headteacher. In addition, all staff should:

- give a warning to the pupil
- if available, a Teaching Assistant to work alongside pupil to regain focus and cooperation
- remove pupil to a safe area to reflect and calm down
- call for support if necessary – staff should send an emergency card to the office. A member of the Leadership Team will arrive to support. When appropriate the situation needs to be discussed and appropriate action taken (which may/may not include a consequence)
- if the above is not successful, 'isolation' with a member of the Leadership Team
- contact parents to communicate the issue and to arrange a formal meeting (should it be required)

Guidance for Non-compliance, aggression and violence

- In terms of behaviour management, we take a '**non hands-on**' approach. This means that we must always look at methods to de-escalate a situation.
- Avoid confrontational situations
- Use low tone of voice
- Display open body language – avoid folding arms and pointing
- Be sensitive and aware of 'personal space'
- Provide a 'way out'
- Be proactive and act sooner rather than later
- Be prepared to ask for help if required
- Provide adequate calming down time – it takes approx. 90 minutes for a child to calm down from a fully angered state
- Don't take poor behaviour personally
- Consider the safety of other pupils. It may be necessary to remove the class from the situation

### Behaviour at Playtime and Lunchtime

**When on playground duty in the morning be proactive. Spread out as adults and walk around the playground especially going to areas that are out of sight. If the children are on the field one member of staff should remain on the playground and others on the field. Many serious behaviour issues can be avoided by early intervention and support. It is in everyone's interests to avoid letting situations escalate.**

### Procedures – On the Playground (Playtime & Lunchtime): the steps to follow...

We recognise that the playground can be a challenging environment for some pupils. For others, unstructured time can lead to challenging behaviour. The procedures below have been written and agreed with all staff and will be used consistently should inappropriate behaviour occur by any pupil:

**Stage 1:** A verbal warning will be given to the pupil, along with an explanation of why the behaviour is unacceptable. Positive reinforcement of expected behaviour should be given at this stage.

**Stage 2:** A one minute 'verbal time-out' will be given if poor behaviour continues. A repeated explanation of why the behaviour is unacceptable should be given again. At this stage, the pupil will be asked to stand next to the adult for the duration of the time out. Positive messages about acceptable behaviour and 'next stage' consequence should be outlined.

**Stage 3:** Should the pupil continue to display unacceptable behaviour, they will be escorted to an agreed place on the playground. During this period, the pupil is to stand in the designated place for 5 minutes.

Staff must reinforce that if the behaviour continues, they will return to the designated place for the remainder of the playtime and their class teacher will be informed.



**Stage 4:** If the pupil fails to follow the instructions or is openly deviant to the member of staff, the pupil is escorted into school where they will be met by a member of the Leadership Team. The offending pupil will also lose the following day's playtime and be given work to do such as writing out the school values and rules. Should a child fail to follow instructions to leave the playground, an emergency card should be sent in and a member of the Leadership Team will come out and help resolve the problem.

Should serious misconduct be seen on the playground (swearing, fighting, bullying, racist comments or similar), the children should be sent in immediately – Stage 4 can be used above all others if necessary.

**Should removal from the playground by a member of the SLT be necessary, the incident will be logged and a phone to call to parents will be made.**

## Bullying

Definition: ***“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.***

Care must be taken to determine whether a case reported is bullying or just an isolated incident.

**Bullying in any form will not be tolerated.** Bullying can be either physical, mental or both and will inevitably occur from time to time. Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger) sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

When cases of bullying are suspected the class teacher should speak to the children concerned and keep a note of the conversation and all subsequent events relating to the incident. A close watch should be maintained and the teachers and midday supervisors should be informed, if appropriate. The Headteacher must be informed.

Staff must make themselves aware of all circumstances leading up to the incident and at no stage should the victim be placed in a position where matters could be made worse for them.

If necessary the parents of all parties should be informed and the action the school has taken discussed.

A record of any conversations, actions taken must be kept on file and future behaviour monitored.

**See Appendix 2 for further details**

## Specific Guidance

Incidents of racial or 'racist' behaviour racial harassment will not be tolerated. Staff should always promote and celebrate diversity. (Should any incident of racist behaviour occur, any pupil or member of staff who witnesses a racial incident must inform the Head-teacher or a member of the Leadership Team immediately).

Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of PHSE. The school will record all racial incidents and the Governing Body will inform the LA annually of the pattern and frequency of any incidents.

## Incidents of sexual or 'sexist' Incidents

Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls. It can be carried out to a person's face, behind their back or by use of technology. This behaviour will not be tolerated. Staff should promote equality and respectful behaviour regularly. (Should any incident considered bullying occur, please refer to Appendix 2). Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of Personal, Social and Health Education.

## Incidents of swearing and inappropriate language or fighting / physical violence

Swearing/inappropriate language will not be tolerated; records will be kept of all such incidents and parents will be informed by the Headteacher. These records will be kept by the headteacher. Fighting is not acceptable behaviour and pupils involved in serious incidents will be sent to a member of the Leadership Team.



### **The Emergency Card**

Every classroom will have a red emergency card. The emergency card is to be used when help or support is needed with a particular child or situation. It could be a behaviour issue, or a medical emergency. The card will mainly be used when there is no additional support in the classroom with the teacher. If help is required, the class teacher should send their emergency card (with two children) to the office. The office staff will then locate a member of the Leadership Team, who will go and assist where needed. A card will be kept in the Cabin as well – if help is required, the card should be sent to the school office.

Emergency cards in the classrooms should be visible and easily accessible to all staff.

### **Intervention strategies and specialist support**

We recognise that some children need additional support with their behaviour. A variety of support may be used where a pupil displays challenging inappropriate behaviour:

- A Pastoral Support Programme may be written. This will be written in partnership with SENCO, parents, class teacher and pupil. The PSP will target an appropriate referral.
- Behaviour Support - A referral may be made to Early Help; this requires parental consent.
- A referral may be made to the District Inclusion Forum (DIF) for further support.
- A Managed Move with a local primary school may be arranged in discussion with parents. (see Policy for Cluster Managed Moves )

### **Exclusion**

The decision to exclude is taken very seriously and considered only when all other possibilities have been exhausted. In extreme circumstances, a fixed term or permanent exclusion will be required as a disciplinary action in cases of serious breach of our six school rules and general rules. This will be in strict accordance with procedures and practice laid down by Kent County Council and the Department of Education (Exclusion from mentioned schools, Academies and Pupil Referral units in England. September 2012). Should fixed-term or permanent exclusion be deemed necessary, the school will formally meet with parents and write a letter outlining the details of the exclusion. The school will complete Form X1a (kept in school office) and send to the Local Authority (Inclusion Officer). All associated paperwork will be kept by the school office and stored in pupil record files.

### **Physical Restraint**

This policy has been written with reference to the following documents:

- The use of force to control or restrain pupils. - Non-statutory guidance for schools in England
- DfES letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties"
- Local authority policies

### **The Legal context**

Restraint should only be used as a last resort. School staff are able to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise

Examples of situations that fall within these categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is running in a corridor in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.





### Health and Safety

The Health and Safety of all at Amherst School is our prime consideration. Many of the guidelines agreed in this policy take this into account. In addition staff should refer to the school Health and Safety Policy and in particular to the section detailing safe use of equipment. Part of this section is included with this document as **Appendix 1**.

### Conclusion

Amherst School is in the fortunate position of enjoying a high standard of discipline and supportive parents. This has been achieved through constant vigilance by the staff and because the level of expectation is high. What is, and what is not, acceptable behaviour is made clear to the children. It is vital that this situation is maintained and when a member of staff is in doubt as to how best to deal with a problem, they should discuss the matter with a member of the leadership team.



### APPENDIX 1

#### General Safety Rules:

- No child will move a piano without adult help.
- The use of extension leads to electrical appliances should be avoided if possible and when used care must be taken to prevent dangers.
- Safety exits and corridors must be kept free and uncluttered.
- Cloakroom floors should be kept clear of clothing and footwear.
- Chair stacks must not exceed six.
- No substances likely to cause harm are accessible to children. (e.g. medicines, white spirit, cleaning materials, sprays).
- All non-regular medications should be kept in the locked cabinet in the First Aid room all other regular medication e.g. inhalers and epipens will be kept in the School Office and administered when necessary.
- Inhalers should be clearly labelled with one being kept by the class teacher and another kept by the school office. Their whereabouts must be made clear to the particular child and colleagues.
- No staple-gun may be carried or used by children.
- Staples and pins must not be left dangerously protruding from display areas or cupboards.
- During wet playtime no knives, saws, scissors, glue-guns, compasses, electrical appliances or other potentially dangerous implements may be used by, or be readily available to, the children.
- Children not allowed out to play must be supervised by an adult.
- Children not taking part in games or P.E. must be provided with alternative supervision.
- Guidelines on safety in P.E. and games must be followed. In particular children must be dressed appropriately and may only erect or take down apparatus under supervision.
- All accidents to children or staff must be reported to the office and Headmaster.
- The office should be informed of any child who receives a bang to the head and the member of staff must ensure that the parents are informed.
- Children hurt at playtime will be attended to by a member of staff. All near-accidents, hazardous conditions (e.g. state of surfaces, obstructions etc) or behaviour likely to cause injury should be reported to the Headmaster.



## APPENDIX 2

### Additional Information about Bullying

#### Definition of bullying

*“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”.*

#### The School Policy covers all types of bullying. This may include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to ability or interests
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying.

#### The school aims to prevent bullying by:

- working with staff and outside agencies as necessary
- providing opportunities to develop pupils' social and emotional skills, including their resilience
- considering all opportunities for addressing bullying through the curriculum, displays, peer support and through the School Council
- training all staff to identify bullying and follow school policy
- creating “safe spaces” for vulnerable children if necessary

#### Pupils should be involved in discussions by:

- consideration of their views on the extent and nature of bullying
- ensuring they know how to express their worries
- ensuring that they are aware of the range of sanctions which may be applied
- offering support to pupils who have been bullied

#### Liaison with parents

##### The school will ensure that parents:

- know whom to contact if they are worried about bullying
- know about our complaints procedure and how to use it effectively
- know where to access independent advice