



Amherst School (Academy) Trust

Behaviour Policy

Policy Title	Behaviour Policy
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Policy Reference	Updated Sept 2023 by SMT
Function	For Information and Guidance
Status	Statutory
Audience	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
Staff member responsible	Headteacher
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Review Frequency <i>(Changed to 2 yearly 2023)</i>	2 yearly
Date Approved by Staff and Welfare Committee	October 2023 via email (<i>quick reference guide added as an appendix</i>)
Date Approved by Full Governing Body	Responsibility delegated to the Staff & Pupil Welfare Committee
Date for Review	September 2026



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September 2023

The happiness and well-being of our children underpins all that we do at Amherst. We believe everyone has the right to learn, the right to respect and the right to feel safe. In doing this our core Amherst values of: Kindness, Trust, Politeness, Cooperation, Determination and Fairness run through the centre of our school teaching and learning. We know that when children are happy and safe, listened to and respected, then their well-being is high and they make progress with their learning. We recognise that promoting positive behaviour within our school is the shared responsibility of all stakeholders (children, staff and parents) in our school community.

What we want to achieve

The school is committed to ensuring the school environment provides all children and staff with access to learning and positive well-being through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop a calm, trusting, supportive and caring environment that bases its practice upon a shared understanding of others. The school is dedicated to ensuring inclusion occurs, where all children should be treated equally and taught key skills in:

How to maintain positive relationships with others

How to lead a happy life

Understanding and regulating their emotions

Understanding the positive learning behaviours which allow them to make academic progress

We understand that behaviour is a form of communication. Every adult in the school will champion each and every child to promote positive outcomes. Our adults recognise that some children require additional support to help them with positive learning behaviour and they may have personalised targets, on an individual behaviour plan, working towards the same expectations as their peers.

How we wish to achieve it

Promoting of these commitments is through

- setting a whole school approach to consistent, predictable and high expectations of behaviour throughout the school that is applied equally to all children with parental support and involvement
- fostering positive caring attitudes where everyone's achievements are acknowledged and valued equally
- supporting all children in understanding and accepting their responsibility for their own behaviour
- Outlining the expectations and consequences of behaviour
- Defining what we consider to be unacceptable behaviour including bullying and discrimination
- Knowing good behaviour and self-discipline have strong links to effective learning and are vital skills for children to carry with them both during and after their school years.
- Outlining our school systems of rewards and sanctions
- Summarising the roles and responsibilities of different people in the school community with regards to behaviour management.



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Positive Mental health and wellbeing

We have created our own PHSE scheme of work based around our school values. We progressively teach our children strategies to support wellbeing and happiness, whilst also teaching expected behaviours, respect and empathy. Through these lessons and our assemblies, we aim to teach and support the children with the skills they need to manage their own emotions and support their own mental health and well-being. By focusing on a value each term, it encourages children to develop a deeper understanding of their individual and shared responsibility towards the ethos of our school. Other aspects which contribute towards a positive atmosphere in school include:

- the mutual respect for adults, children, the school and property of others,
- the wearing of correct school uniform,
- positive attitudes towards learning and pride in the presentation of work.

Our commitment of staff towards providing extra-curricular activities offers further opportunities to support children's mental health and well-being. For children who require further support regarding their mental health and wellbeing the school makes use of further strategies such as: Drawing and Talking (lead by trained staff), the school counsellor, ELSA, Social stories, Social Communication Groups.

Promoting Good Behaviour

Children and adults thrive on praise. Positive praise and positive encouragement are to be used to promote correct behaviours and raise self-esteem. At Amherst we understand that behaviours that challenge are a form of communication and expression of an unmet need. We believe that by meeting the emotional safety of a child, first and foremost, is foundational to changing such behaviours and helping that child to feel safe and secure, whilst at school, is essential in bringing about change.

The frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in school and children should be praised regularly for: following instructions, making good choices, being polite, having good attitudes to learning and trying hard. All staff should:

- praise frequently
- make praise genuine and sincere
- praise effort over achievement



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School Rules

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.

All Amherst Children are expected to:

- Behave in an orderly and self- controlled way
- Show respect for members of staff and each other
- Show respect for school property and buildings
- In class, make it possible for all children to learn
- Move quietly with no running inside the building
- Wear the correct school uniform at all times
- Be respectful and display good manners in the lunch hall
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, representing the school and online.

We expect children to adhere to these at all times of the day whether they are in class, at break or lunch, in assembly or walking around school, at breakfast or afterschool club and at extra-curricular clubs. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations.

Misbehaviour

Misbehaviour is defined as:

- Disruptions in lessons, corridors, at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform



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Serious Misbehaviour is defined as:

- Repeated breaches of the school values and rules
- Any form of bullying
- Vandalism/ theft
- Throwing objects to cause harm
- Fighting or physical harm caused by intent
- swearing
- Racist, sexist, homophobic language or discriminatory behaviour
- Serious challenge to authority of any member of staff/ arguing with a member of staff/ verbal abuse to staff/ refusing to follow direction

Responding to Behaviour

Responding to good behaviour

The school recognises that a positive learning environment can be created by acknowledging positive efforts, praising children and building mutual respect between staff and children, and between children and their peers. Good behaviour should receive positive reinforcement and we reward positive behaviour through:

Verbal praise, Headteacher Awards, House points, Star of the Week (celebration assembly on Friday) positive and constructive feedback on work, class reward systems, communicating to parents.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school values and their own classroom rules
- Develop a positive relationship with children which may include:
 - *Greeting children in the morning/ start of lessons*
 - *Establish clear routines*
 - *Communicate expectations of behaviour so all can understand*
 - *Highlighting and promoting good behaviour*
 - *Concluding the day positively and starting afresh the next day*
 - *Having a plan/ system for managing low level disruption*
 - *Using positive reinforcement*
 - *Utilising the whole school House Points reward system*
 - *Having a class reward system such as raffle tickets, marbles in a jar, praise board*



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Each class may create their own class charter that is personal to the children and their teacher. All class charters will support the positive ethos and high expectations set within the school. The use of our Buddy system, which includes pairing a Year 6 child with a Year 3 child, promotes the Year 6 children as role models and provides them with additional opportunities to practise the school values and rules.

Responding to misbehaviour

Any member of staff who has concerns raised by a change in a child's behaviour should discuss this with one of the school's DSLs. 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:

- Class Teacher
- Year Group Leader
- Assistant Head Teacher/SENCO
- Headteacher

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment. In all disciplinary actions, it is essential children and adults understand that it is the behaviour that is unacceptable and not the child as a person. Incidence of serious misbehaviour will be discussed with the headteacher / SLT and recorded on Edukey.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so that children know with certainty that the misbehaviour will be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising. In extreme cases of anger or distress, the child must be given time to calm down before any attempt is made to discuss the behaviour and issue consequences.

All staff should:

- give a warning to the child about which rule they are breaking and that there will be a consequence eg. 'At Amherst we do not talk when a teacher is talking'
- provide the child with a 'way out' to avoid escalating behaviour.
- give a clear message of inclusion to all children – they belong, are valued and part of the learning community
- avoid confrontation
- Use low tone of voice
- Display open body language – avoid folding arms and pointing
- Be sensitive and aware of 'personal space'
- 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
- acknowledge when things are going well – take time to listen and talk to children
- remove peers from the situation into a place of safety if necessary
- be consistent in responding to inappropriate behaviour



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Consequences/Sanctions

Each child must be seen to have been dealt with fairly and staff will endeavour to find out all the facts around the misbehaviour before imposing a sanction. Where children deliberately refuse to respond to early warnings and prompts, there must be consequences and sanctions. Sometimes it may be appropriate for a child to miss their breaktime or lunch time. This is to allow the child to spend time discussing their negative behaviour and understanding why it is not appropriate. This also gives them time to sit calmly and reflect, taking responsibility for their actions. However, the child must be considered in the light of all related circumstances and what might be an appropriate sanction for one child might not be appropriate for another.

Agreed Sanctions:

- ❖ Verbal warning(s), communicating what behaviour needs to change
- ❖ Move to another desk, area away from other children in own classroom with reminders of the behaviour that needs to change and impact it is having on others
- ❖ Sent to year group leader's classroom for a period of time
- ❖ miss a playtime or part of a playtime (which may include completing unfinished work)
- ❖ child referred to a more senior member of staff
- ❖ child referred to the headteacher where they will be asked to write down which school rule they have broken
- ❖ communication with parents to discuss behaviour issues
- ❖ in extreme cases -suspension or permanent exclusion

Guidance for Non-compliance, aggression and violence

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

Should a child respond in a non-compliant, aggressive or violent way the incident must be recorded on Edukey and the Headteacher or Assistant Headteacher informed.

Procedures – the steps to follow

- give verbal warnings to the child about which rule they are breaking and that there will be a consequence to their behaviour
- if available, a Teaching Assistant to work alongside child to regain focus and cooperation
- removal of child to a safe area to reflect and calm down with an adult present
- call for support if necessary – staff should send an emergency card to the office or send another adult to get a member of the Leadership Team. 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, a member of the SLT will remain with the child in 'isolation' where incident took place
- Provide adequate calming down time – it takes approx. 90 minutes for a child to calm down from a fully angered state



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- Consider the safety of other children. It may be necessary to remove the class from the situation
- contact parents to communicate the issue and to arrange a formal meeting (should it be required)

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/Field (Playtime & Lunchtime): the steps to follow...

We recognise that the playground can be a challenging environment for some children. For others, unstructured time can lead to challenging behaviour. The procedures below enable all staff to manage behaviour at playtime and lunchtime consistently:-

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

Stage 2: A two minute 'verbal time-out' will be given if poor behaviour continues. A repeated explanation of why the behaviour is unacceptable should be given again in a calm manner. At this stage, the child 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 continue to be discussed with the child.

Stage 3: Should the child continue to display unacceptable behaviour, they will be asked to stand next to the adult for a further 5 minutes of their breaktime. Staff must reinforce that if the behaviour continues, they will need to leave the playground and see a member of the leadership team.

Stage 4: If the child fails to follow the instructions or is openly defiant to the member of staff, the child is escorted into school where they will be met by a member of the Leadership Team.

Should a child fail to follow instructions to leave the playground, a member of staff will be sent to request the support of a member of the Leadership Team who will come out and take over from the staff on duty.

Should serious misbehaviour be seen on the playground (swearing, fighting, bullying, racist comments or similar), the child should be accompanied in immediately to their class teacher – Stage 4 who will refer to SLT/ Headteacher

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



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Bullying

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

Bullying in any form will not be tolerated Care must be taken to determine whether a case reported is bullying or just an isolated incident. Not all instances of the same behaviour would be classed as bullying. It should not be confused with ‘relation conflict’ whereby two or more children get into conflict but the dispute is equally provoked and each side has been hurtful to the other. These instances are always taken seriously and are dealt with in line with our behaviour policy. When cases of bullying are suspected the class teacher should speak to the children concerned and keep a record of the conversation and all subsequent events relating to the incident on EduKey. 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. A close watch should be maintained and the teachers and midday supervisors should be informed, if appropriate. The Headteacher must be informed. The parents of all parties should be informed and the action the school has taken discussed.

Should any incident of racist behaviour occur to any child, the member of staff, who witnesses a racial incident, must inform the Head-teacher or a member of the Leadership Team immediately).

Bullying 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
- Online bullying.

The school aims to prevent bullying by:

- All children and staff understand bullying will not be tolerated
- considering all opportunities for addressing bullying through the curriculum, displays, peer support and support of staff
- providing opportunities to develop children’s social and emotional skills, including their resilience
- training all staff to identify bullying and follow school policy
- creating “safe spaces” for vulnerable children if necessary
- working with staff and outside agencies as 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
- where appropriate mediation will be used to help the victim and perpetrator
- ensuring that they are aware of the range of sanctions which may be applied
- offering support to children who have been bullied



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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

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.

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

Physical Restraint

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:

- Seriously hurting themselves or others
- a child attacks a member of staff,
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property which could result in injury to themselves or others;
- committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older child)
- a child absconds from class or tries to leave school (N.B. this will only apply if a child could be at risk).

Incidents of reasonable force must:

- Always be a last resort
- Be applied using the minimum amount of force for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a punishment
- Be recorded and reported to parents.

Confiscation, searches, Screening

Searching, screening and confiscation is conducted in line with the DFE's latest guidance on searching, screening and confiscation.



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Searching a child will only be carried out if a member of staff believes there is a serious risk or harm to that child if the search is not carried out. The search will only involve outer clothing, pockets, bags, lockers or desks. It will be completed by a member of staff who has been authorised to do so by the headteacher or the headteacher themselves. The staff member will explain why the search is taking place, explain what it entails e.g I will ask you to turn out your pockets' The designated DSL will be informed immediately. The parents will be informed as soon as reasonably practicable.

Roles and Responsibilities

The Governing Board

The governing board is responsible for reviewing and approving this policy in conjunction with the headteacher and monitoring its effectiveness, holding the headteacher to account for its implementation. It will be reviewed every 3 years or more frequently if needed. At each review it will be agreed by the Staff and Pupil Welfare Committee.

The Headteacher

The headteacher is responsible for reviewing this policy in conjunction with the governing body. The headteacher will also approve this policy. The headteacher will ensure that:

- the school environment encourages positive behaviour
- staff deal effectively with poor behaviour,
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- appropriate training in behaviour management has taken place
- provide new staff with a clear induction into the school's behavioural attitude.

Staff

Staff are responsible for:-

- Implementing the behaviour policy consistently to provide a well-ordered environment
- Communicating the school's expectations, routines, values, and standards
- Establishing and maintaining boundaries of acceptable behaviour by encouraging, praising and positively reinforcing good relationships
- Fostering and promoting good relationships and a sense of belonging to the school community
- Instilling a sense of respect for self, others, school and physical environment,
- Modelling expected behaviour and positive relationships, using calm, polite and open body language
- Establishing a class charter, refer and refresh it at different times of the year



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- Considering their own behaviour on the school culture and how they can uphold the school rules and expectations
- Recording behaviour incidents promptly
- Providing the children with opportunities to reflect on behaviour and emotions

Parents

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. There should be open communication between a child's class teacher and the parents throughout the whole year. Parents are aware they will be contacted if a behavioural problem arises. Therefore, discussions at Parents Consultations should be about behaviours already known to the parent.

The parents are expected to:

- Support their child in adhering to the school rules
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Breakfast and After school Club/ Organised school trips, extra-curricular activities

This behaviour policy applies to the children attending these clubs and the expectations of children's behaviour is the same as at any other time of the day. If the adults running these clubs have any concerns about a child's behaviour in the club, they must speak to the child's class teacher, a member of the SLT or the headteacher.

Exclusions

In extreme circumstances, a suspension or permanent exclusion will be required as a disciplinary action in cases of a serious breach of our behaviour policy, It is the last resort. The decision to exclude is taken very seriously and considered only when all other possibilities have been exhausted. This will be in strict accordance with procedures and practice laid down by Department of Education. Following an exclusion, the school will consider strategies to support the pupil on how to improve their behaviour and meet the expectations of the school. Please see School's Exclusion Policy for more details.



APPENDIX 1

Amherst School Behaviour Quick reference guide sheet (Sept 23)

Please make sure to read and familiarise yourself with the full behaviour policy beforehand as this sheet is for a quick reference only. If you are unsure please ask a member of SMT or headteacher.

Positive Behaviour

Praise children frequently and sincerely if they demonstrating positive behaviour and following school rules.

All Amherst Children are expected to:

- Behave in an orderly and self- controlled way
- Show respect for members of staff and each other
- Show respect for school property and buildings
- In class, make it possible for all children to learn
- Move quietly with no running inside the building
- Wear the correct school uniform at all times
- Be respectful and display good manners in the lunch hall
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, representing the school and online.

Misbehaviour

e.g. Disruptions in lessons, corridors, at break and lunchtimes, Non-completion of classwork, poor attitude, Incorrect uniform.

If something has happened that you have not seen, then first **establish the facts** by listening to the child/ children and remaining calm, use a low tone of voice and open body language **before** imposing any sanction.

- • Give a verbal warning first e.g 'At Amherst we do not talk when a teacher is talking'
- • Reinforce the expected standard of behaviour with reference to school value that has been broken.
- • Explain the consequences for the misbehaviour and why it needs to be rectified.
- • Moving children away from others if deemed necessary e.g distraction/ playtime games etc

Levels of adult support for misbehaviour

- 1) Class Teacher to deal with in most cases
- 2) Year Group Leader
- 3) Assistant Head Teacher/SENCO
- 4) Headteacher



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Guidance for Non-compliance, aggression and violence

- give verbal warnings to the child about which rule they are breaking and that there will be a consequence to their behaviour
- removal of child to a safe area to reflect and calm down with an adult present
- call for support if necessary – staff should send an emergency card to the office or send another adult to get a member of the Leadership Team
- Provide adequate calming down time
- Remove other children if necessary for their own safety

Behaviour at Playtime and Lunchtime/ Breakfast and Afterschool Club

Stage 1:

A **verbal** warning will be given to the child, along with an **explanation** of why the behaviour is unacceptable in a calm manner. **Positive reinforcement** of expected behaviour should be given at this stage.

Stage 2:

A two minute '**verbal time-out**' will be given if poor behaviour continues. A repeated explanation of why the behaviour is unacceptable should be given again in a calm manner. At this stage, the child 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 continue to be discussed with the child.

Stage 3:

Should the child continue to display unacceptable behaviour, they will be asked to **stand next to the adult** for a further **5 minutes of their breaktime**. Staff must reinforce that if the behaviour continues, they will need to leave the playground and see a member of the leadership team.

Stage 4:

If the child fails to follow the instructions or is openly defiant to the member of staff, the child is **escorted** into school to their **class teacher** who will decide to refer to **member of the Leadership Team**.

Should a child fail to follow instructions to leave the playground, a member of staff will be sent to request the support of a member of the Leadership Team who will come out and take over from the staff on duty.

Serious misbehaviour be seen on the playground (swearing, fighting, bullying, racist comments or similar), the child should be sent in immediately to their class teacher– Stage 4 can be used above all others if necessary and class teacher to refer to SLT or headteacher.



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Physical Restraint

- 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:
- Seriously hurting themselves or others
- a child attacks a member of staff,
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property which could result in injury to themselves or others;
- committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older child)
- a child absconds from class or tries to leave school (N.B. this will only apply if a child could be at risk).