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| <b>Name of Policy:</b><br>Behaviour and Discipline - Pupils | <b>Version/Last Review Date:</b><br>December 2019 (V5)  |
| <b>Statutory documents linked to policy:</b>                | <b>Previous review date:</b><br><b>September 2013 (V1)</b><br>October 2014 (V2)<br>April 2016 (V3)<br>September 2018 (V4) |
| <b>Other Policies linked to this policy:</b>                | <b>Next Review Date:</b><br>September 2021  |
| <b>Governor Committee Responsible</b>                       | People  |

All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect and self belief. Our classroom extends to rich, exiting environments within the forest, the beach, the city and the community as a whole.

### **The Aim of this Policy:**

To provide all members of our school community with the opportunity to live, learn and work together in a safe environment which encourages mutual respect.

To encourage all individuals to take responsibility for their own behaviour and to recognise the rights of other members of the community irrespective of ethnicity, social or religious background.

This behaviour policy is written in support of the ethos and vision of the school. It recognises the entitlements and responsibilities of different members of the school community. This policy is intended not only to apply to school but also during journeys to and from school, all extra-curricular activities and on educational visits.

The policy is given to the parents/carers of all children joining the school and to new staff. It is also posted on the school website and its contents regularly referred to in assemblies or when dealing with children regarding behaviour issues.

**We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.**

**We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.**

**Objectives:**

- To encourage self-discipline
- To encourage respect for self and others.
- To establish a purposeful and efficient learning environment
- To promote health and safety
- To foster emotional and social development
- To foster good home/school relationships
- To provide a clear framework for pupils, parents and staff to encourage good behaviour through praise and positive enforcement

**Expectations:**

Individuals will show each other and our school environment respect. All behaviour will exhibit care and consideration at all times and will be deemed to be inappropriate if it is likely to deflect from our principal aim or put any one at risk.

**Standards of Behaviour:**

**Children and staff adhere to our core principles for behaviour which are: Ready, Respectful, Safe**

1. Mutual respect should be evident in all our interactions
2. Calm and quiet should be maintained throughout the school. No one should shout even when trying to gain attention

3. Inappropriate language is unacceptable (in any form, including social media)
4. Physical conflict is unacceptable in any circumstances
5. Disputes between pupils should be reported to an adult
6. Adults should listen to and respond quickly and effectively to pupils who report disputes to them
7. Pupils should behave appropriately during lesson time, apply themselves to their learning and not distract others

**West Newcastle Academy will not tolerate any racist, disability, homophobic or transphobic abuse or bullying. This will be reported to the local Safeguarding Services.**

**We work within the statutory framework to address issues around radicalisation and extremist behaviour. This is addressed through our SMSC provision, school assemblies and community links. Any concerns will be reported to the Local Safeguarding Services and Northumbria Prevent team.**

### **Rewards and Sanctions:**

All children should be recognised and rewarded for showing behaviour that is ready, respectful and safe. All our efforts should be towards positive response to good behaviour and attitudes. All staff should contribute to the praise and support of good behaviour. Additional rewards include star of the week assembly, recognition boards and postcards home.

#### **Children with Special Behavioural Difficulties:**

A careful balance is needed to ensure that these children do not receive excessive rewards whilst ensuring that we support good behaviour with recognition. Individual targets should be agreed with these children and identified on the I.E.P and positive handling plans/ risk assessments will be in place where needed.

#### **Sanctions:**

We endeavour to be inclusive for all pupils, however on occasion certain behaviours may have a detrimental effect on other children and staff. Warnings will be given before sanctions are put in place. Parents will be informed.

Physical contact will not be made with a child during the process of reprimand. In extreme cases the practice of Physical Restraint may be used by a teacher who has made the judgement that an individual's behaviour is a threat or risk to the child's own safety or the safety of others.

Children who are causing behavioural concern within class should be given a clear knowledge of the consequences of their behaviour and should be given individual targets according to the difficulties that they are experiencing.

#### **The order of sanctions should be as follows:**

- Verbal warning (scripted intervention)
- Written warning (not on the board/ out of sight)
- Play time lost in 5 minute increments. During this time, restorative conversation or report to be completed. Parents will be informed if a child has lost any break time.
- If behaviour is physically aggressive sanctions may escalate,

**Behaviour at Lunchtime:**

During lunchtime it is expected that children behave in accordance with the Behaviour Policy which staff will follow, showing behaviour that is ready, respectful and safe.

Teachers should keep a record of all inappropriate behaviour in the Pupil's Record on Scholarpack

**More Challenging Behaviour:**

If a crisis occurs within the classroom class teachers should use their judgement as to the need to deal instantly with a situation. If needed a child should be removed from the class room in the interests of the safety of other children. If another adult is not available to assist, then this should take priority over the need to be in supervision of your class. In many cases, removing the rest of the class to safety would be an appropriate first step. If such an event occurs alerting another staff member is critical so that assistance may be sought from other colleagues. In this event further action will be considered by headteacher.

Teachers should maintain a behaviour log for each child on Scholarpack which records any incidents that require action which involves the removal of a child from the room, or the involvement of another colleague, a parent or an outside agent.

**All staff are responsible for implementing the discipline policy and should follow the same procedures.**

**Guidance for Parents:**

All children test boundaries and this is only natural. Each day within school many children will need to be reminded what "Appropriate Behaviour" involves and for the majority gentle reminders, using clear, consistent language, are enough make a child realise that they should modify their behaviour. Our ultimate aim is to help children make their own decisions about appropriate behaviour as ultimately they are in control of their own actions. We are confident that the majority of our pupils will respond to the positive support of appropriate behaviour that we encourage throughout the school.

If your child is involved in the sanctions process, then we will look to you to support us in helping individual pupils understand why their behaviour is not appropriate (ready, respectful, safe) and how they can correct it. Being clear about our shared expectations does help us all. We are always happy to discuss any problems a child might be experiencing within school and it is important that we enter a dialogue as soon as possible.