



# **PRIMARY BEHAVIOUR POLICY**

**(Amended to Reflect Operations During COVID-19)**

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V2	July 17	LW	Revisions to existing policy to provide alignment with the Trust's secondary phase policy.
V3	Oct 19	LW	Revisions to existing policy to provide alignment with the Trust's secondary phase policy.
V4	May 20	LW	Revisions to policy to reflect operations during COVID-19 outbreak

## **Be safe, be respectful, be responsible.**

### **Introduction**

The overarching aim of our behaviour policy is to promote positive behaviour, to ensure our children grow into safe, respectful and responsible citizens and to allow all children to learn in a calm environment.

Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

### **Expectations for all children**

We expect children to:

1. Be safe
2. Be respectful
3. Be responsible

We **work** with children to ensure that they understand why it is important to be safe, be respectful and be responsible.

We **teach** children how to be safe, respectful and responsible members of the community because this enables them to learn better and also prepares them for life once they leave our academies.

***For children who find it difficult to meet our expectations, we will make reasonable adjustments for them. If a child chooses to behave in a manner which is not safe, respectful or responsible then there are consequences and support in place to help these children to modify their behaviour.***

***Where patterns of misbehaviour are presented, the school will endeavour to determine if there are any factors, including personal circumstances associated with COVID-19, impacting on the child's decision making, and take a judgement about suitable consequences or support.***

***We are fully aware as a school that children's behaviour may change because of the COVID19 situation and their phased return to school. In all instances, this will be considered on an individual basis with a personalised response using our existing behaviour expectations alongside SLT support and advice.***

### **I. Being safe**

What this means in our academies, why it is important and how we teach our children to be safe

Children should always act in a way that keeps themselves and others safe, at school, in the community and online. This includes children and adults in the academy. It also extends to visitors and members of the public.

We teach our children to be safe through a programme of activities across the curriculum and within the routines of the school day.

This also forms part of our Outwood Primary Diploma, where children annually achieve the 'keep myself and others safe' pledge.

As our school is operating at a time where social awareness and personal hygiene are essential we will insist on the following behaviours throughout the school day:

Pupils will be expected to:

- Stay in their designated area in the classroom. If pupils need to move from their seat, they should ask permission from the teacher (in early years, children will be expected to work in identified 'zones')
- Use the equipment that has been designated for their use
- Follow the one-way system when moving around school
- Use handwashing / sanitising / 'Catch it, Bin it, Kill it' routines correctly
- Wash hands with soap regularly for 20 seconds during the school day, especially after eating and after using the toilet
- Not share stationery and equipment unless instructed to do so.
- Only use toilets that have been designated for their group.
- Not share food or drinks with other children
- play in designated areas at social times and only with children in their 'bubble'.

Spitting and coughing intentionally in the direction of others is unacceptable. All pupils' purposefully ignoring social distancing measures will be sanctioned.

#### What happens if a child does not behave in a safe manner

Where a child behaves in a manner which puts themselves or others at risk, an appropriate sanction will be given, at the academy's discretion, in line with the 'Overview of Our Sanctions System' below.

## **2. Being respectful**

### What this means in our academies, why it is important and how we teach our children to be respectful

Children should always act respectfully and be kind to everyone. This means treating everyone, of any rank or stature, as important because they are human beings who deserve to be treated with dignity. It also extends to visitors and members of the public. We expect our children to work hard and be nice to people – their peers and adults. Our children should be polite and courteous to each other and to adults at all times. This is about developing good manners that they can carry with them throughout their lives.

During this time of social distancing, pupils will be taught to be respectful of personal space.

### ***Listening and behaving well in lessons***

In lessons, teachers need to get children's attention to give instructions and to teach effectively. Therefore, in our academies, teachers may raise their hand as a signal to children to do the same (it also indicates that children should stop what they are doing, be silent and wait for instruction. We may also ask children to STAR (Sit up and listen carefully, Track the teacher, Ask and answer questions, Respect others). Teachers will make it clear when this is expected by using '321 and STAR' in lessons when children's attention is needed.

***All academies will use 'hands up' for getting child attention in social spaces and when needed outside of lessons.***

### ***Communicating with others***

We teach children use STEPS when communicating (Sir or Miss, Thank you, Excuse me, Please, Smile). Staff model this in their own interactions within the school day.

We teach our children to be respectful through a programme of activities across the curriculum and within the routines of the school day.

#### **What happens if a child does not behave in a respectful manner**

Where a child behaves in a manner that is disrespectful to another child or an adult, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

### **3. Being responsible**

#### **What this means in our academies, why it is important and how we teach children to be responsible.**

Children should always act responsibly. We expect our children to work hard and take responsibility for their own behaviour, actions and learning. This includes behaving well at all times, taking responsibility for looking after the academy's resources, using the building and facilities well as well as working hard to complete all work set.

#### ***Responsibility for learning and actions***

We teach about the importance of taking responsibility for their own actions. We support children in making the right choices throughout the school day. Children are also encouraged to take responsibility for their own learning by being organized and ready to learn.

We teach our children about the importance of responsibility through a programme of activities across the curriculum and within the routines of the school day.

#### **What happens if a child does not behave responsibly**

Where a child does not act responsibly or does not accept responsibility for their actions, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below.

### **Rewards and Sanctions**

We want to help children to make the right choices. In order to do this, it is important to help children understand that actions have consequences, and as part of this system we operate a robust sanction and reward system. This is part of how we manage behaviour rather than the entirety of our processes, which include how we live our values, and constantly teach one another by our actions and our words.

Our sanction systems are there to act as mild deterrents to misbehaviour, and as part of how we define and uphold our culture of safety, respect and responsibility. They work best when they are consistent, fair and proportionate. Our rewards are targeted, sincere, and also promote our values.

## Overview of our praise systems

We have many ways in which we reward and encourage children to do the right thing. Examples include:

- **Super Swirls**– When adults witness children displaying our 3 academy expectations they may reward a ‘super swirl’. These are collected by children and certificates are awarded for every 100.
- **Praising Stars** – all children receive a Praising Stars report every half term which includes recognition of effort. This is sent home to parents/carers. Children whose effort is particularly high are invited to celebrate at an event hosted by the principal of the academy.
- **Talent Awards** – each half term Talent Awards are awarded across the academy in recognition of exceptional effort, attitudes and achievement in each of the subject areas.
- **Attendance awards** – for children with high or improved attendance.
- **Outwood Primary Diploma** – each year, children work towards the achievement of one of the ‘Primary Pledges’. At the end of each key stage the achievement of these is recognised and the relevant diploma awarded. All children achieve this diploma, some children are awarded a ‘merit’ or ‘distinction’ based on their effort grades and attendance. The 6 annual pledges are:
  - Protect and respect the environment
  - Be a good British and international citizen
  - Make an active contribution to the community
  - Keep myself and others safe
  - Lead a healthy lifestyle
  - Have high aspirations and skills for adult life

Each academy could/will also have additional bespoke praise/rewards that are used to reward children. It will be up to each academy to devise appropriate rewards that give the most impact. These additional rewards will be noted in a contextual document which is separate to the behaviour policy.

## Overview of our Sanctions Systems

A sanction may be imposed by a member of staff where a child does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the sanction to be imposed, the member of staff will consider the child’s circumstances (including their age and any SEND) alongside the circumstances of the case. The sanction imposed will be appropriate to the seriousness of the incident taking those factors into account. Sanctions will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction be imposed. The sanctions we use in our academies include:

<u>Prior to formal consequences</u>	<u>Consequences system</u>	<u>Systems above Consequences system</u>
<ul style="list-style-type: none"> <li>● Discussion with child</li> <li>● Extra work or repeating unsatisfactory work until it meets the required standard</li> <li>● Loss of privileges</li> <li>● Spending break or lunch time away from the rest of the bubble (in a safe area of the school that is not used by children in other bubbles)</li> <li>● Break time detention</li> <li>● Lunch time detention</li> <li>● Report cards</li> <li>● Red and Yellow cards issued at social times (e.g. break, lunch) then involve time out and/or lunchtime detentions.</li> <li>● Use of C1-C3 as positive reminders to support children in correcting behaviour and making the appropriate choices.</li> </ul>	<ul style="list-style-type: none"> <li>● C4 will involve the child being given a fresh start for the lesson away from peers (but where supervision can be maintained) and not near any other bubble of children. They will be expected to remain there for the remainder of the lesson.</li> <li>● C5 – half day away from peers (but where supervision can be maintained) and not near any other bubble of children to enable child to reflect on behavior and prepare for classroom reintegration. This will be followed by a lunchtime detention.</li> <li>● C6 - (temporary suspension* (fixed term exclusion) or internal exclusion) for serious violation of our expectations of children to be safe, respectful or responsible whilst undertaking C5.</li> </ul>	<ul style="list-style-type: none"> <li>● Temporary Suspension* (Fixed Term Exclusion) – issued by the Principal for breaches of the behaviour policy (which sets out our expectations of children to be safe, respectful or responsible) in a situation where lesser sanctions may not be appropriate</li> <li>● Significant breaches of health and safety protocols linked to COVID-19 measures (e.g. absconding to rooms occupied by other bubbles) may result in temporary suspension at the discretion of the Principal.</li> <li>● Permanent Exclusion – issued by the Principal for a serious breach or persistent breaches of the behaviour policy and where allowing the child to remain in school would seriously harm the education/welfare of the child or other members of the school community</li> </ul> <p><i>*The length of exclusions may be from 0.5 to 45 days. In all but the most extreme cases, it is likely that the length will be 0.5-5 days</i></p>

It is expected that if a child is issued with a sanction, they complete it. This is about children being responsible for their own behaviour, actions and learning. If a child fails to complete a sanction then further support and/or sanctions will be issued at the discretion of the principal.

### Behaviour outside of the academy gates

Where behaviour occurs which is not safe, respectful or responsible when a child is outside of the Academy, an appropriate sanction will be given, in line with the 'Overview of Our Sanctions System' below. This is particularly in relation to violent conduct e.g. a physical assault or bullying incidents. Children are encouraged to wear their Academy uniform correctly when travelling to and from the

Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy.

The expectations of children behaving safely, respectfully and responsibly apply to academy trips and visits and the same sanctions will be used if necessary.

### **Reintegration Meetings**

Parents/carers will be expected to attend a reintegration meeting following a temporary suspension (fixed term exclusion). The purpose will be to discuss the exclusion and a way forward for the child with the aim of modifying their behaviour so they are safe, respectful and responsible. These reintegration meetings will be held by voice or video call.

### **Reporting to Parents**

Consequences sanctions (C4/C5/C6) and fixed term exclusions will also be reported on Praising Stars reports issued to parents every half term.

### **Discretion**

**No behaviour policy can cover all eventualities. The principal reserves the right to use their discretion, in line with this policy, to help Outwood children make better choices and learn the right lessons.**

### **Permanent Exclusion**

A permanent exclusion can be issued by the principal for extreme violation of our expectations of children to be safe, respectful or responsible.

Whilst this list is not exhaustive, the following are examples of behaviour which can result in permanent exclusion:

- A. serious actual or threatened physical assault against another child or a member of staff;
- B. sexual abuse or assault;
- C. supplying an illegal drug;
- D. possession of an illegal drug with intent to supply;
- E. carrying an offensive weapon (items judged by the principal to be carried with the potential to inflict injury on another individual);
- F. making a malicious serious false allegation against a member of staff;
- G. potentially placing children, staff and members of the public in significant danger or at risk of significant harm;
- H. persistent disruption and defiance including bullying (which could include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises;
- I. deliberate activation of the fire alarm without good intent;
- J. repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network;
- K. repeated verbal abuse of staff;
- L. any other offence not listed but is, in the opinion of the principal, so serious that it warrants a permanent exclusion.



## **Supporting our children**

If children find it difficult to meet our high expectations of being safe, respectful or responsible, we will support them through appropriate reasonable adjustments and interventions to help them to improve their behaviour.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the academy will consider whether a multi-agency assessment is necessary.

We recognise that during this time where children have had a significant period of time away from school, some children may need additional support to meet behavioural expectations. Each case will be assessed by senior leaders who will work with families to determine any personalised strategies that are required and can be accommodated.

### ***Reasonable Adjustments***

Where appropriate, we will make reasonable adjustments for children, including those with special educational needs and/or disabilities, whose specific needs mean that they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means that some children need additional support to ensure that they meet the high expectations that we have for all of our children.

### ***Interventions***

We will support children to be safe, respectful and responsible by offering support, training, advice, and other interventions to help them.

Staff may use PPE if they deem this to be necessary during periods where physical intervention is required to support the child.

### ***Part-time timetables***

The Principal, in limited circumstances, may make use of a part time timetable to support a child where necessary. This will be for a limited time and will be agreed with parents.

### ***Additional Provision***

Alternative Provision (external providers) - Where an assessment is made which determines that a child may require more specialist provision, a referral will be made to appropriate providers.

Other - Each individual academy may use other additional provision, depending on resources available. This includes, but isn't limited to, small group work, additional adult support, support of external agencies and programmes etc.

## **Complaints regarding the use of this policy**

Complaints regarding any issue relating to this policy should be made in accordance with our Complaints Procedure. Copies are available on the academy's website or from the academy reception.

Where an exclusion is imposed on a child, parents have the right to make representations about the exclusion in line with the legal framework relating to exclusions and will be detailed in all exclusion letters, suspension (fixed term) and permanent.

### **Due regard for legal frameworks and guidance**

The Outwood Grange Academies Trust (OGAT) Behaviour Policy complies with all relevant DfE statutory guidance.

### **Due regard for the Public Sector Equality Duty and the Equality Act 2010**

We will always operate in accordance with the Public Sector Equality Duty and the Equality Act 2010.

In our academies, leaders will endeavour to thoroughly analyse groups of children with protected characteristics and the use of sanctions (detentions, time in the Consequences Classroom and exclusions) and take action to eliminate any disadvantage and ensure equality of opportunity.

Analysis and impact of the use of this policy will be reported to the academy council and the trust board.