



Behaviour Policy

Date of policy	23 rd November 2021
Review date	23 rd November 2022
Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

Our Vision:

Glade will be a safe and inclusive academy of excellence; empowering and encouraging every member of its community to discover and celebrate their talents, strengths and interests.

Our children will be articulate, respectful, adaptable to a range of situations, and resilient; they will have a positive 'Can Do' attitude in school and beyond.

Children will leave Glade Academy as independent learners with high levels of self-confidence, they will be tolerant and understanding of the needs and beliefs of those around them, and they will have the skills and attitudes necessary to build successful and fulfilling relationships; to play valued role within their future families and communities, with the courage and commitment to strive to achieve their dreams.

Our Mission Statement:

Every member of Team Glade will work proactively to achieve our Vision through:

- Welcoming every child and family into our school, putting time and effort into building strong and robust relationships centred around meeting the needs of our children, and embracing individuality and diversity;
- Embracing all opportunities to work in partnership with parents, carers, our Trust (EMAT) and the local community to develop the learning of our children, and to foster our children's understanding of the role which they can play within the local community, and the role which the local community can play within their lives;
- Investing time in finding out what our children are interested in and enjoy, resulting in the provision of a curriculum which is engaging and knowledge based, and will stimulate a love of learning;
- Actively promoting and modelling a love of words, reading and books, using every opportunity to develop children's vocabularies;
- Providing a curriculum and learning experience which supports every child's development academically, socially, emotionally and behaviourally;
- Aspiring to high standards in all aspects of the school's life...staff will model this approach for the children by actively seeking out opportunities to further develop their own learning and skills, embracing challenge and learning from one-another;
- Using the local community to provide our children with experiences which will inform their understanding of the wider world, and the world of work;
- Providing a wide and varied experience of extra-curricular activities, informed by those interests which we recognise within our community, and a desire to introduce children to new hobbies and future interests;
- Ensuring that every child develops a strong moral compass, having the confidence to hold their head up high and make their own decisions in a wide range of situations, in any walk of life.

Glade Academy Home School Agreement:

<p>Pupil's rights:</p> <ul style="list-style-type: none"> ▪ To be heard ▪ To be safe ▪ To be respected ▪ To feel valued ▪ To feel considered ▪ To be treated equally ▪ To be able to learn in a safe environment ▪ To have fun (when it's appropriate to do so). 	<p>Pupil's responsibilities:</p> <ul style="list-style-type: none"> ▪ To act safely ▪ To be prepared (water, PE kit, uniform etc.) ▪ To be respectful at all times ▪ To be responsible for actions ▪ To be a team player ▪ To consider others and show empathy ▪ To be the best they can possibly be ▪ Treat others how they would like to be treated themselves, in all aspects of school life ▪ To be ready to learn ▪ To attend school and be on time ▪ To take pride in their school and their achievements. ▪ To take care of school equipment
<p>Pupil signature:</p> <p>Parent's rights:</p> <ul style="list-style-type: none"> ▪ To be heard ▪ To be safe in school ▪ To be respected ▪ To feel valued ▪ To feel considered ▪ To be treated equally ▪ To be kept informed ▪ To not be discriminated against ▪ To be involved in your child's learning and school life 	<p>Date:</p> <p>Parent's responsibilities:</p> <ul style="list-style-type: none"> ▪ To be safe ▪ To support the school's decisions and policies ▪ To challenge the school in the right way (to voice concerns through official and agreed channels when you have a difference of opinion with the school) ▪ To send your child to school with the right equipment ▪ To create routines to support your child's learning ▪ To encourage independence ▪ To involve yourself in your child's learning and school life ▪ To encourage your child to engage with learning and wider interests ▪ To act as a role model for your child, e.g. to take your child to the library, encouraging a love of books, reading and language
<p>Parent signature:</p> <p>Staff rights:</p> <ul style="list-style-type: none"> ▪ To be respected and spoken to politely ▪ To be safe ▪ To be valued ▪ To be supported ▪ To be able to teach and support learning 	<p>Date:</p> <p>Staff responsibilities:</p> <ul style="list-style-type: none"> ▪ To keep children safe ▪ To be dressed appropriately in class and for PE ▪ To act as appropriate role models for learning and behaviour ▪ To be respectful ▪ To be good listeners and good communicators... giving children and parents a voice ▪ To act in a non-judgemental way ▪ To put effort into building good relationships with children and parents ▪ To treat pupils and parents fairly ▪ To know and understand the children ▪ To be consistent and follow the school's policies ▪ To show compassion and understanding ▪ To ensure that every learning session is a fresh start ▪ To set the tone for the day — greeting parents and children with a smile ▪ To provide an engaging curriculum for all abilities ▪ To be professional, prepared, organised and timely ▪ To follow the teaching standards ▪ To set clear and high expectations
<p>Staff signature:</p>	<p>Date:</p>

Strategies we use to support children in managing their behaviour:

- All staff put effort into building strong relationships with all of our children;
- We listen to children, and we talk to them...valuing the time we spend with them;
- We explicitly teach Behaviours for Learning (Bs4L), ensuring that children understand, e.g. the skills needed in order to be good listeners;
- Explicit praise...we ensure that children know exactly why they are being praised, so that they know how to replicate this behaviour.
- We recognise and reward all forms of desired and good behaviour;
- We encourage positive, consistent communication with parents – particularly where children or families are vulnerable, or where children struggle with their behaviour... we offer Keeping in Touch meetings (KIT meetings) for children and families who we feel would benefit from regular and consistent communication with school staff;
- We offer clubs at lunchtime to support children in learning how to play and build relationships with one-another;
- We have a Student and Family Support Team, which is dedicated to meeting the needs of our children and their families;
- We have a full-time Family Support Worker, who supports children, parents and carers, and staff;
- We keep parents and carers informed of their children's successes and challenges at school, and have an open-door policy for all parents and carers;
- We Boxall Profile vulnerable children, to gain a better understanding of their needs, and how we can meet these;
- We offer a half-termly 'Nurture Intervention' which we call our Rainbow Room, for those children who we feel would benefit from this approach;
- We offer Interventions and precision teaching for children who we feel would benefit from them;
- We model and celebrate good behaviour;
- All staff have clear and consistent expectations, and we liaise with all relevant staff in relation to all children's needs;
- We differentiate and adapt teaching and expectations in order to meet all children's needs;
- Quiet areas are available for children at break and lunchtimes;
- We encourage children to take responsibility for looking after play equipment (and use colour coding to support them with this);
- Restorative justice sessions for children following incidents (and when appropriate with parents / carers).

Wherever necessary, we also use the following plans and strategies:

- Roots and Fruits work;
- Individual risk assessments;
- Pastoral support plans (involving weekly or fortnightly meetings with parents / carers, whichever is most appropriate to meet the children's needs);
- The use of a safe space, as identified in the child's Behaviour Support Plan;
- Behaviour Support Plans;
- Temporarily reduced part-time timetables (which will always be supported by a temporarily reduced part-time timetable agreement, signed by the parents / carers, the headteacher, and the child...and weekly meetings which will focus on supporting the child with a positive increase to their time spent in school);
- The use of 'Step On' and 'Step Up' strategies in order to de-escalate situations, and on rare occasions to restrain a child when he or she poses a danger to themselves, to other children, or to staff (please refer to the school's Restraint Guidance).

Rewards:

Our Reward system is driven by our priorities, which are taken from our Vision:

- Recognising, rewarding and celebrating academic success and progress (with a special focus on reading, building vocabulary, learning spellings, handwriting / presentation and rapid recall in maths);
- Building self-esteem;
- Improving attendance at school;
- Encouraging the best possible Behaviours for Learning;
- Embedding safe behaviour across the school, and ensuring that children learn to take responsibility for this;
- Supporting the children to treat one-another in the way that they would like to be treated;
- Recognising, rewarding and celebrating behaviours which support our Vision, and our Core Values...Respect, Resilience and Teamwork.

Academic Success:

- One certificate to be awarded per class during weekly Star of the Week Assembly (parents / carers are invited to this assembly);
- Dojo points can be awarded by any member of staff...we will send home a postcard celebrating this for the top five children in each class, each half-term;
- Communication with home...please see below.

Academic Progress:

- Certificate awarded during weekly Star of the Week Assembly (parents / carers are invited to this assembly);
- Dojo points can be awarded by any member of staff... we will send home a postcard celebrating this for the top five children in each class, each half-term;
- Communication with home...please see below.

Reading / Phonics / Acquisition of Vocabulary / Handwriting and Presentation / Rapid Recall in maths:

- Each class will have its own display, celebrating the effort and progress put into each of these areas;
- Phonics will be a focus in KS1 only;
- Children across all year groups will be rewarded with certificates, and their choice of a book from a selection ordered regularly into school (these will be presented during either of the two celebration assemblies held on a weekly basis), each time they have recorded a multiple of 50 reads at home (e.g. 50, 100, 300 etc.);
- Children across all year groups will be rewarded with certificates for evidencing that they have learned all of the rapid recall number facts expected for their year group (these will be presented during either of the two celebration assemblies held on a weekly basis);
- Handwriting will be more of a focus for EYFS and KS1, whilst presentation will be more of a focus for KS2. Bronze, Silver and Gold certificates will be awarded for handwriting standards (with clear criteria for each of these awards) in EYFS and KS1, and for presentation in KS2 (certificates will be awarded during the weekly celebration assemblies).

Attendance:

- We set half-termly class targets from October half-term onwards, which are based on the whole school target and on the national average...we handicap these based on the class' previous attendance. The class which gets nearest to or most exceeds their target will be awarded a Class Party, on the afternoon of their choice – COGs will donate £25.00 to the class to pay for party food etc. Class attendance percentages will be shared with the children on a weekly basis during the Celebration Assemblies...these will also be displayed on a prominent notice board;
- The names of all children who have achieved 100% attendance each week will go into weekly draws for a £5.00 giftcard;
- The names of all children who have achieved 100% attendance for each whole half-term will go into half-termly draws for a £10.00 giftcard;
- The children who have achieved 100% attendance for the whole year will each be awarded a certificate in an end of year celebration assembly, and one name will be drawn and will receive a £20.00 giftcard.

Behaviours for Learning / Core Values:

- One certificate to be awarded per class in our celebration assembly;
- Dojo points can be awarded by any member of staff... we will send home a postcard celebrating this for the top five children in each class, each half-term;
- Children can nominate one-another for awards relating to Behaviours for Learning / our Core Values;
- Communication with home...please see below.

Good Behaviour:

- Certificate awarded during weekly Celebration Assembly (parents / carers are invited to this assembly);
- Our lunch staff award stickers and Class Dojo points for good behaviour in line with our Vision and Behaviour Policy...particularly when this relates to our Core Values (children are given tokens by the lunch staff which they then take in to their teacher who will log their Dojo points ... we will send home a postcard celebrating this for the top five children in each class, each half-term);
- Dojo points can be awarded by any member of staff... we will send home a postcard celebrating this for the top five children in each class, each half-term;

Involvement of parents:

- Information about any of the above awards etc. will be communicated to parents and carers via Class Dojo;
- Photocopies of work can be sent home to parents, and we can also share images of work with parents through Class Dojo;
- Teachers will phone parents to inform them of children's progress / achievement / behaviour, and they will involve the child in the phonecall as appropriate (the child could talk to their parent on the phone / phone the parent in front of the teacher / listen whilst the teacher talks to the parent);
- We write postcards to celebrate and reward good attainment, good progress, good behaviour, and give these to the office by Friday each week for the office to stamp, address and post;
- Our Facebook page and website are also used to celebrate achievements at school (in line with parent / carer wishes).

<p style="text-align: center;">Sanctions: (‘Blanket punishments’ must not be used in <u>any</u> situation).</p>	<p style="text-align: center;">Possible de-escalation strategies to be used at any point when a child is struggling with their behaviour:</p>
<p>If a child is behaving inappropriately, use your relationship with the child – withdraw attention from the child, ensure that the child is safe, ‘tactically ignore’ unwanted behaviour, praise and encourage desired behaviour.</p> <p>When necessary, work through the following steps:</p> <p>Catch the child’s eye, and give them a look;</p> <p>Use your body language...move into the vicinity of the child – most children will respond appropriately at this point;</p> <p>If necessary, put a Yellow Card on the corner of the child’s desk where they will see it, but non-confrontationally (no words are necessary, do not get drawn into discussion, keep the focus on learning).</p> <p>If behaviour rests following the Yellow Card, then Yellow card must be removed from the child’s desk as soon as possible.</p> <p>If the behaviour persists, put a Red Card on the corner of the child’s desk, again non-confrontationally...tell the child they need to go to the agreed classroom for ‘Time Out’...5 minutes for EYFS and KS1, 10 minutes for KS2...tell the child they can take their work with them if they would like (offering the opportunity to retrieve the situation and earn praise for making the right choice...the receiving class must ensure no attention is given other than to direct the child to a seat and table). Parents will be informed if a child has received a red card or has had to be referred to a member of the leadership team, or our Family Support Worker.</p> <p>Fresh start when the child returns to their class...if the behaviour persists, send a quiet message to the headteacher, the deputy headteacher, the KS1 Lead, the SENCo or the Family Support Worker (whoever is most easily available), and ask them to intervene. They will ask the child to go with them for a quiet chat about their behaviour.</p> <p>If this is unsuccessful and the behaviour continues, then an internal exclusion will be imposed, and parents / carers will be informed of this (if the child is unknown to the SaFS Team (Student and Family Support Team) then they will be referred to the SaFS Team following this).</p> <p>If this is unsuccessful, and the behaviour continues, the parents / carers will be called, and a Fixed Term Exclusion (FEX) may be issued.</p> <p>If property is deliberately damaged in school due to a child’s behaviour the school will bill the parents / carers for replacement of this.</p> <p>Break times and Lunch times:</p> <p>De-escalation strategies, fresh starts, ‘Looks’, body language, yellow card being shown to child (warning), red card being shown to child (child will sit on the playground sleeper for time out), intervention from the Family Support Worker and Leadership Team, and internal and external Fixed Term Exclusions will also be used as appropriate during Break and Lunch times by all relevant members of staff.</p>	<p>All relevant staff must be familiar with the content of specific children’s Behaviour Support Plans, and be ready to use agreed strategies and scripts whenever necessary.</p> <p>‘Step On’ and ‘Step Up’ strategies, e.g., “I can see that you’re upset, would you like to talk to me about it?”</p> <p>Ask the child to join you for a quiet chat outside the classroom, if unknown try to find out why the child is behaving in that way, encourage the child to take responsibility for their behaviour. Fresh start when they go back into the classroom.</p> <p>Ask the child to join you outside the classroom and distract them by e.g. asking them to help you with an errand / task...this will provide the opportunity for a break in the child’s behaviour pattern. Fresh start when they go back into the classroom.</p> <p>Ask the child to run an errand, e.g. “Please go to Miss M and ask her for a yellow pen.” Ensure that you have briefed Miss M beforehand, and that she understands the aim is to provide a break in the child’s behaviour pattern. Fresh start when they go back into the classroom.</p> <p>Restorative justice session with appropriate children (and when appropriate parents / carers).</p> <p>A child may be based with an adult at break times / lunchtimes if this is necessary to support them with behaving safely.</p>

Discipline in schools – teachers’ powers

- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

Pupils’ conduct outside the school gates – teachers’ powers

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.
- When children are reported to school as having engaged in non-criminal bad behaviour and/or bullying which occurs off the school premises, or which is witnessed by a staff member, this policy will apply. In each case an appropriate sanction will be issued. This will apply when the out of school action directly impacts on the wellbeing of Glade pupils or staff, or negatively impacts on the reputation of the school within the local community.
- Teachers may discipline pupils for:
 - misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or in some other way identifiable as a pupil at the school.
 - or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of mis-behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. The power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol,
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item. At Glade Academy, confiscated items will be returned to the child's parent at the end of the school day. In the case of mobile phones that have been confiscated, differing rules apply (see below).

Confiscation of Mobile Phones

When older children walk to and from school, parents may feel it necessary for them to carry a mobile phone. School rules do not normally permit children to bring mobile phones to school. However, for those children who walk independently, we permit them to bring a mobile phone to school, subject to the following conditions.

- Pupils are not permitted to bring personal mobile devices/phones to school unless parents have signed a walking to school/mobile phone agreement. Any unauthorised mobile device/phone brought to school by a pupil may be confiscated and will be returned to the pupil's parent/carer in person no earlier than the end of school that day, and within 7 days of confiscation.
- Children are not permitted to use their mobile phone in school. It should be switched off on the playground at the start and end of the day, and handed to the class teacher at registration, where it will be stored safely until home time.
- Should parents need to contact pupils, or vice versa, this should be done following the usual school procedures: via the school office. (tel no. 01842 811580).
- Where a pupil is found by a member of staff to be using a mobile phone, the phone will be taken from the pupil, handed to a senior member of staff who will record the name of the child and attach to the phone. The mobile phone will be stored in the school office, and will be handed back to the child at the end of the school day.
- If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or teachers, the phone will not be returned until the images have been removed by the pupil in the presence of a teacher.
- Parents are advised that Glade Academy accepts no liability for the loss or damage to mobile phones which are brought into the school or school grounds.
- Children are not permitted to bring mobile phones to school if they do not walk to school independently

Power to use reasonable force

Teachers and other approved staff (i.e. those authorised by the Headteacher to have control or charge of children) have the legal right to use reasonable force to prevent a child from:

- Committing an offence.
- Injuring themselves or others.
- Damaging property.
- Disrupting good order and discipline.

Please refer to Glade Academy's guidance around the use of restraint.

Bullying

Bullying is not tolerated at Glade Academy in any form – physical, racial, homophobic, verbal or online. Any report or case of bullying will be logged and investigated rigorously. Children who feel that they are victims of bullying are encouraged to talk to their class teacher or any other adult who they trust within the school. Proven cases of bullying within the school will be dealt with seriously, including parental involvement. Counselling will be available in school for both the bully and the victim and their respective parents/carers. The school cannot investigate alleged bullying outside school, but can advise parents/carers on a suitable course of action.

Causes and consequences of bullying are dealt with through assemblies, religious education and PSHE lessons.

Race, Gender, Disability, Homophobic Incidents

All incidents involving race, gender, disability and homophobic harassment must be immediately reported to the Headteacher and an incident form must be completed. These will be dealt with as necessary, and the relevant parents / carers will be informed. Returns are made annually to Suffolk County Council.

Exclusions

The power to exclude a child will be used in serious breaches of school policy or the law, or as a result of repeated less serious breaches of school policy or the law, where despite support in line with the school's Behaviour Policy, the child continues to make the wrong choices. The Headteacher has sole responsibility for the exercise of the power to exclude, except in the Headteacher's absence where the Deputy Headteacher has the authority to exclude for a fixed term. In this case, the Deputy Headteacher should initially exclude for 1 day to allow the Headteacher to consider the situation.

Exclusions can be either for fixed periods or permanent. If a child is excluded, the parents/carers will be contacted and asked to remove the child from school. If parents/carers cannot be contacted, as a last resort the school may contact the police. School staff will not physically remove children from the school. All fixed term exclusions will be followed by a re-integration meeting between the child, parents and Headteacher on the morning of the child's return to school. A child leaving the school under their own volition will be asked to return. The child will not be restrained unless the child's safety is at stake. If this situation occurs, every effort will be made to contact the parents/carers. If it is not possible to contact the parents/carers the school will contact the police.

The Academy Council will monitor the number of exclusions within the school through termly reports from the Headteacher at Local Governors' meetings.

Further Guidance

Additional guidance can be obtained from the following documents, all of which can be obtained from the Headteacher.

- Behaviour and discipline in schools. Advice for head teachers and school staff (*DfE 2013*)
- Ensuring good behaviour in schools. A summary for head teachers, governing bodies, teachers, parents and pupils (*DfE 2012*)
- Screening, searching and confiscation. Advice for head teachers, staff and governing bodies (*DfE 2012*).

