



**BEHAVIOUR POLICY**  
**BRAMBLES PRIMARY ACADEMY**  
Tees Valley Education Trust

<b>Version:</b>	<b>1.0</b>
<b>Ratified by:</b>	<b>Trust Board</b>
<b>Date ratified:</b>	<b>1/9/2019</b>
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<b>Circulated to:</b>	<b>All staff</b>
<b>Date issued:</b>	<b>1/9/2021</b>
<b>Review date:</b>	<b>Annual</b>
<b>Target audience:</b>	<b>ALL BRAMBLES TRUST EMPLOYEES</b>

## **BEHAVIOUR POLICY**

### **AIMS AND VALUES**

Our academy holds in high regard values which are built on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the academy community working together in a collaborative way. In turn, the academy aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the academy community and in turn become increasingly responsible and independent members of the wider community outside the academy.

In our academy, we have been looking at how geese work together, help one another and make a positive difference to each other's lives. We have decided to use their example to remind us of the responsibilities that we all share.

Please ensure that you share this story with your children regularly and that they are aware of the story of the geese and why we use the honker story and badges within the academy

### **FACT 1**

As each goose flaps its wings it creates "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

### **LESSON**

People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the thrust of one another.

### **FACT 2**

When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

### **LESSON**

If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

### **FACT 3**

When the lead goose tires, it rotates back into formation and another goose flies to the point position.

### **LESSON**

It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

### **FACT 4**

The geese flying in formation honk to encourage those up front to keep up their speed.

### **LESSON**

We need to make sure our 'comments' are encouraging. Where the hearts and souls of individuals are bolstered by the encouragement of their community, both individual and community will benefit.

### FACT 5

When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

### LESSON

If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

The motto that underpins the ethos of our academy is:  
Learning Together, Growing Together, Making a Difference

## **WHOLE ACADEMY RULES**

From ideas suggested by children and staff 'The Academy Promise' was formulated. It embodies the ethos and culture which makes our academy a safe and happy environment for everyone. All members of the academy community are familiar with the promise and use it as a benchmark to promote positive behaviour.

### **'The Academy Promise'**

At our Academy we understand,  
That respect and learning go hand in hand.  
We look after our friends, and treat property with care.  
We follow the rules, and our problems we share.  
We try our best to be sensible and safe,  
To make our Academy a happy place.  
We use kind words and try not to disagree,  
Everyone is equal at our Academy.

Formal rules are kept to a minimum but are essential if the health and safety of children is to be ensured.

- All children are expected to wear full uniform and sensible black school shoes/plimsolls indoors (see uniform policy).
- Wearing jewellery in the academy can place children at risk of injury. Only small stud earrings and watches may be worn and are the full responsibility of the pupil. The academy will take no responsibility for any loss or damage to jewellery.
- Children should not wear make-up or nail varnish. In the event of an accident, make-up or nail varnish can slow down diagnosis and treatment.
- No jewellery should be worn during PE lessons.
- No money, other than for authorised reasons (e.g. lunch money, fruit money, charity donations etc), should be brought into the academy.
- Mobile phones, brought for safety reasons, should remain switched off throughout the academy day and handed to a member of staff to be kept in a locked cupboard. The academy will take no responsibility for any loss or damage to phones.
- In the interests of health and safety, sweets and chocolate should not be brought into the academy.

- Drinks brought from home are only allowed in packed lunches, as water is provided in every classroom. Drinks in packed lunches need to be water or juice and not fizzy or energy drinks.

## **REWARDS**

Our behaviour system promotes the rewarding of positive conduct of our pupils in such a way so as to reduce the negative behaviours across the academy. The children within the academy are rewarded for positive behaviour whenever possible.

These may include:

- Staff verbally congratulating/ praising children.
- Staff use techniques from Ambition Institute to manage low level disruption, these include Narrate the positive, Non-verbal's and Assume the best .
- Children being given 'Brambles' tokens. These are entered into a prize draw during celebration assembly. The more tokens, the greater chance of winning – you have to be in it to win it!
- Children receiving stickers and certificates for good behaviour.
- Positive notes home to let parents know about good behaviour.
- Extra privileges wherever possible to reward good behaviour.
- Being given positions of responsibility (Head boy/girl/ prefects/buddies etc.)
- At the weekly Academy Celebration Assembly, a child from each class will be nominated for 'Honker of the Week' and awarded a badge and certificate. As the children collect more badges, they can 'trade up' to bronze, silver and gold awards. In order to be considered for 'Honker', the following criteria must be consistently met during the week.
  - Full academy uniform including footwear
  - 100% attendance
  - No lates
  - Not to be on the behaviour chart that week
  - PE kit brought to the academy for PE lessons
- Free visits or a reward are organised every term for 100% attendance, no lates and exemplary behaviour.
- Children are given reading voucher for Amazon when they have read 50 times at home per term.
- Class, Key Stage and Whole Academy assemblies all feature examples of positive behaviour and rewards.

## **SANCTIONS**

**Our Academy employs a five stage system which is followed consistently by all staff. All staff need to thoroughly investigate incidents from all parties involved to ensure that the correct stages are given to the children. All stages should be recorded accurately on the behaviour charts and CPoms completed for stages 4 and above, so that SLT are aware of the**

**nature of the incidents should they need to contact parents. Phase Leaders should also complete the necessary letters home.**

**Summary of Indoor Behaviour System is as follows:**

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1 – Warning - The child will receive a verbal warning.

Stage 2 – Thinking Time - The child will complete five minutes 'Thinking Time' in their own class copying out the Academy Promise. Younger children are given thinking time for reflection of behaviour.

Stage 3 – Time Out - The child will complete fifteen minutes 'Time Out' in the designated link classroom completing their own work.

**Please note- a child who has got to a stage 3 should be sent immediately to their link classroom in order to de-escalate the situation and give them the stipulated 15 minutes in order for them to make the right choices.**

Rota for link classroom – stage 3 indoor

Year Group	Location	Alternate option
EYFS	Time out spot	CR class
Reception	Alternate classroom	CR Class
Year 1	AH Phase Leader	AB Class
Year 2	Y3 classroom	Alternate
Year 3	Y4 Classroom	Alternate
Year 4	SB Phase Lead	Year 5 Class
Year 5	SF Phase Lead	Year 6 Class
Year 6	Y6 link classroom	SLT

Stage 4 – Isolation – EYFS and KS1 – isolated from class. For our older children this stage may be replaced by an afterschool detention session with parental support. This is in consultation with SLT. Where detention is to be used, parents will usually be contacted by telephone by the Phase Leaders or given 24 hours' notice (either verbally or in writing). A stage 4 letter will also be sent .

Stage 5 - The child will be sent to SLT and parents will be informed. A decision would be made collectively what the next suitable sanction would be. This could include an after school detention but in extreme circumstances could include an internal inclusion at another academy or ultimately suspension or full exclusion.

**Summary of Outdoor Behaviour System is as follows:**

The children will initially be given a verbal reminder about the correct way to behave.

Stage 1- Warning

Stage 2 - Thinking Time - five minutes on the wall supervise by staff on duty.

Stage 3 - Time Out – break time -remainder of the time on the wall/ with member of staff + miss next outdoor session (work to be prepared). Lunchtime- sent to SLT in hall .

Stage 4 – Sent indoors to complete remainder of playtime with Phase Leaders.

Miss two outdoor sessions (work to be prepared). Lunchtime- sent to SLT in hall . Please notify SLT of the reasons for this rather than just sending them inside.

Stage 5 - Refer to SLT to consider evidence and decide upon a suitable sanction.

The 'Academy Promise' and sanctions are to be displayed in all classrooms and in the communal areas around the academy. This supports all children in the academy knowing the standard of behaviour that is expected. Please ensure that you share these with the children and they are aware of the standards expected.

### **Individual behaviour plans**

Some children will have individual behaviour plans due to the nature of their difficulties.

### **Confiscation**

Staff have the right to confiscate any inappropriate items which children bring to the academy. The behaviour policy clearly states what children are allowed in the academy (see above). Any items outside this may be confiscated. Any confiscated items will be returned to parents if this is appropriate.

### **Searching Pupils**

The Head Teacher and Deputy Heads can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so.

### **Hand Signals**

For some children the usual verbal reminders of stages do not work. 'Hand signals' (illustrated on the behaviour poster) allow staff to give Non-Verbal Warnings/ Thinking Times/ Time Outs/ Isolations to children without interrupting a lesson. This system is more visual for some pupils whose auditory processing is poor.

### **Behaviour Modification Charts**

We use a variety of behaviour modification charts which are appropriate for different aged children ranging from smiley faces to individually designed charts reflecting the child's interests (e.g. football). These are used to target a particular behaviour. The day is broken down into manageable periods of time, again according to need. These charts vary according to need and are negotiated individually.

### **Exclusion**

Exclusions are rarely used and only as an absolute last resort in extreme circumstances. Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is excluded for a fixed term.

Meetings are arranged for children at risk of suspension or exclusion. Exclusions can only be initiated by the CEO or Head Teacher. The LA's Code will be followed in these circumstances. The Trust board will be advised of the exclusion and parents will be fully informed of the reasons for exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered. Depending on the reasons for exclusion, children are either excluded entirely from the academy or are excluded to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

### **Certain behaviours will result in immediate sanctions.**

Immediate Stage 3 - children can be moved to a Stage 3 where the child has done something that they clearly know that they shouldn't have e.g.

- Swearing so as to cause offence
- Hitting/ fighting
- Disrespect to a member of staff , refusal to do work / defiance

Immediate Stage 5 - children can be moved to a stage 5 where there is a risk of harm or significant injury/ offense to others e.g.

- Aggressive use of swearing against another child or adult
- Refusing Isolation (Stage 4)
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children, adults or property

### **Force to control or restrain**

All trained staff can use reasonable force to restrain pupils if:

- There is danger of them hurting themselves or others
- They are committing a criminal offence
- They are causing damage to property
- They are refusing to comply with the academy rules.

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children. All staff members may undertake pupil searches.

Where there is potential danger or risk to the personal safety of teachers or pupils the police may be called. *For full details please refer to the Positive Handling Policy*

### **ROLES AND RESPONSIBILITIES**

**In each classroom / community area there are red and green triangles. These are to be used to summon help immediately. This could be for a medical emergency (green) or for support needed for a child in crisis (red ) . These triangles should be sent to the nearest**

**available adult in order to provide swift support. Do not send these round the whole academy to SLT/ Pastoral Team. A phone call can be made by the adult who first attends to summon further support.**

### **The Class Teacher**

Given the significant deprivation in the area Brambles Primary Academy serves, it is our duty to nurture and support the children in our care and demonstrate at all times a warm caring environment. Our children need to be praised and encouraged for the things that they do well and supported to do their best at all times.

The behaviour system is not to be used as a sanction for failure to complete homework, or not having read at home as this may not be a situation the child has any control over. Stages should also not be used as a punishment for incomplete work – unless a child has refused to contribute to a lesson. Wherever possible extra time should be given during the school day for work to be finished.

It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times. They should ensure that the academy rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.

Where behaviour in class is unacceptable, the teacher is responsible for keeping accurate records on the Indoor and Outdoor Class Behaviour Charts and on CPOMS when appropriate. They should also liaise with their Phase Leader for support to ensure that contact with parents remains positive and that incidents of good behaviour are also shared with parents to develop relationships between home and school.

The class teacher will liaise with SLT/Pastoral Team and external agencies as necessary, to support and guide the progress of the pupils' behaviour.

The SLT will report to the Trust Board on behaviour across the academy on a termly basis.

### **The Role of Parents**

The academy aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the academy and wider community.

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Leadership Team. If the problem cannot be resolved a formal complaints procedure can be implemented through correspondence with the Chair of the Trust Board.

### **The Role of the Trust Board**

The Trust Board has responsibility to review guidelines set on behaviour and their effectiveness. The Trust Board support the academy leaders and academy staff in carrying out the behaviour guidelines.



The Trust Board may give advice to the Head Teacher about how to approach particular disciplinary issues.

## **FIXED TERM SUSPENSION AND PERMANENT EXCLUSIONS**

### **The Head Teacher**

It is the Head Teacher's responsibility to ensure that the academy behaviour policy is consistently applied by all staff. In conjunction with the CEO, she holds responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

Only the CEO (or Head Teacher) has the power to suspend or permanently exclude a pupil from the academy. The CEO/ Head Teacher may suspend a pupil for one or more fixed periods for up to 45 days in one academic year. The CEO/Head Teacher can also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is suspended, parents are informed immediately, giving reasons for the suspension. It is also made clear to the parents that they may appeal against the decision if they wish. If the child is to return to the academy then a Reintegration Meeting **MUST** take place before the child returns.

## **SUPERVISION AT BREAK AND LUNCHTIME**

### **Break time**

- There will always be an appropriate number of staff on duty outside at break time
- The class teacher is responsible for ensuring that children have left the building in an appropriate manner. Children should be sent to the toilet at the beginning of break.
- Any child kept in by the class teacher is the responsibility of that teacher. They must not be left unsupervised.
- Staff must leave the staffroom and be available to supervise children back into the learning areas so that lessons start promptly.
- **All staff are responsible for issues occurring at break time. Break time is a break for the children. It is paid time for staff.**
- Any child injured during break time should be brought in by one of the staff on duty and taken to a First-Aider. The incident should be logged on CPoms under minor injuries category.
- In the event of a serious injury the child should not be moved but the First Aider and Head Teacher or SLT should be informed immediately. All accidents should be recorded in the Accident Book by the member of staff to who first witnessed it. This same member of staff should inform the child's teacher. If the First Aider decides that there is significant injury he/she will require the member of staff to fill in an ACCID 1 form as required in specific circumstances by the HSE. This should form should then be scanned and added to CPoms under the category- medical . See First Aid Policy .

### **Wet break times**

On wet days children will remain in their classrooms. Clear instructions must be given about appropriate behaviour and activities Staff will take a break in turn, leaving their class in the care of another member of staff- Phase Leaders to sort rotas. Each teacher should provide a box of 'wet break time' activities for children in classrooms.

### **Lunchtimes**

- Members of the SLT/Pastoral or a nominated person will be on duty in the hall.
- The Lunchtime Supervisors report concerns to class teachers and any major concerns directly to the Pastoral Team.
- Lunchtime supervisors are trained to use the 'Outdoor Behaviour Policy'.
- Lunchtime clubs are organized to support vulnerable groups.
- Any child injured during lunchtime should be brought in by one of Lunchtime Supervisors and taken to a First-Aider. Some supervisors are also first aid trained. In the event of a serious injury the child should not be moved but the First Aider and the most senior member of staff should be informed immediately. All accidents should be recorded in the Accident Book. If the First Aider decides that there is significant injury an ACCID 1 form will be required in specific circumstances by the HSE.

### **Wet Lunchtimes**

- Children to remain in classrooms until collected by supervisory assistants
- Children to return to classrooms after lunch. Appropriate activities will be agreed with class teachers. We continue to have high expectations of behaviour during these times.
- All children **MUST** be supervised at all times

### **HATE CRIME** (See Anti Bullying Policy)

Any 'hate' incidents are logged by the Pastoral Team and reported to and dealt with by the Head Teacher or Pastoral Team.

### **REVIEW**

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the academy change.

## **OUR BEHAVIOUR SYSTEM**

It is generally accepted that good behaviour has contributed significantly to the development of the academy, being a positive reward system that is perceived as fair by the children involved in the system, and also by adults who administer it.

### **Consistency**

In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the academy. All staff must apply the procedures in the same way.

### **Adult responsibilities for promoting good behaviour**

- Catch the child being good and award praise and/or other reinforcers e.g. stickers, Brambles, certificates.
- Try to anticipate problem behaviour so that you can re-direct the child.
- Give clear instructions, then apply stated consequences.
- Tell children what to do rather than what not to do.
- Have high expectations of manners at all times.
- Smile, look pleased to see the child and use his/her name when you speak to him/her.
- Be consistent in the way you respond.
- Set an example in your own behaviour.
- Stay calm. Speak quietly but firmly and act rather than react. Avoid shouting.
- Refuse to chase or play hide and seek with a child who runs off, that is what the child wants you to do. Inform the SLT of the situation.
- Refuse to argue or debate the rightness of a pre-set consequence.