

**BELMONT
ACADEMY**



Behaviour Management Policy

Date of policy	September 2019
Review Cycle	Annually
Review Date	September 2020
Signature of Chair of Governors	Janet Saunders

This policy should be read in conjunction with:

Child Protection and Safeguarding Policy

Peer-on-peer abuse policy

Anti-bullying policy

E-safety policy

National Legislation

The Education Act 1997 places on all schools the duty to state and pursue policies designed to promote good behaviour and discipline.

Ofsted is required to examine and report on behaviour policies and their implementation, and to report on exclusion rates.

Philosophy of the school

At Belmont Academy, we aim to secure a happy, safe, positive and purposeful environment where children can meet their potential both academically and emotionally. Our emphasis is on developing the social and emotional aspects of children's development which enable them to manage their feelings and use these to positive effect. We aim to ensure that all members of the school community treat others with respect and courtesy. These attitudes are promoted through positive adult role models and the celebration of these qualities in learners (represented by our learning goals).

General Principles

It is our aim to provide an environment where children take responsibility for their actions and understand the importance of following the school's expectations of behaviour. This in turn should secure the skills in children to become successful, contributing members of society.

All members of the school community aim to encourage the children to develop high standards of behaviour. This is promoted through explicit teaching of social, emotional and behavioural skills in the curriculum and through the use of encouragement and praise.

Belmont Academy recognises the important role parents play in shaping a child's behaviour. Parents are made aware of the Behaviour Policy when a child is admitted and they are asked to sign the Home – School Agreement. This helps to ensure a common understanding of our high expectations of good behaviour and an agreement with the procedures for dealing with unacceptable behaviour.

Procedures

Whole School Code of Conduct

At Belmont, our expectations of behaviour are underpinned by the 'Learning Goals'. These are:

- Adaptability
- Morality
- Communication
- Resilience
- Respect
- Co-operation
- Enquiry
- Thoughtfulness.

Every child from Reception to Year 6 is a member of one of four Houses. They remain a member of the house throughout their time at Belmont. House points are used to foster a sense of team working and celebrate positive behaviour. Every House has a House Captain from Year 6 nominated by teachers and a vice-captain from Year 5. House points are collected and counted weekly and shared so children know how well their House is doing. At the end of each term, the House with the most points earns a reward.

In classrooms

The behaviour hierarchy sets the parameters of the school's expectations and provides teachers with a framework to guide appropriate rewards and sanctions. The behaviour chart visually displays where the children's behaviour is falling in terms of the hierarchy.

In the playground

If a child's behaviour in the playground is unacceptable or poses a health and safety risk to others including fighting, an adult will complete a behaviour form. The incident will be investigated and discussed with the child by the class teacher, then a senior leader if required due to the stage of severity (see Behaviour Hierarchy) and parent/carer.

Personalised strategies

We recognise that some pupils, as a result of their needs will require a personalised behaviour support plan (IBP – Individual Behaviour Plan) and associated strategies. Pupils' behaviour will be monitored according to small step targets and appropriate support will be put in place. It remains our expectations that all pupils will be able to recognise and demonstrate acceptable behaviour.

Operational Procedures

Teachers will always use positive reinforcement to support the behaviour of children in the school. Developing respectful and trusting relationships between adults and children promotes positive and desirable behaviours across the school. The focus of behaviour management is to recognise, celebrate and reward good behaviour. When dealing with behaviour, adults will also consider the following policies:

- Special Educational Needs
- Inclusion
- Bullying
- Positive Handling
- Child Protection

Behaviour Management in KS1/2

The behaviour strategy used in key stages 1 & 2 follows a behaviour chart/ladder. This visually displays where the children's behaviour is falling in terms of the hierarchy. Children can move within the system throughout the day and all children start the day on the positive statement: I'm having a good day.

Rewards

1. Verbal praise
2. House points
3. Class teacher postcard home
4. Head of School postcard home.

Behaviour Chart/Ladder

All pupils start the day on "I'm having a good day". The pupils may move up and down the ladder according to positive behaviour or breach of classroom or school rules.

Sanctions

When a pupil's behaviour is disruptive or not conducive to a purposeful working environment, the class teacher should take responsibility for dealing with this in the first instance. Children should be made aware that their behaviour is not acceptable and given clear reasons why.

Sanctions follow this order with movement down the relationships ladder on-going if necessary.

1. Non-verbal prompt.
2. Verbal correction.
3. Verbal warning and movement to 'Stage 1 - warning' with the opportunity to move positively up the ladder.
4. Movement to 'Stage 2 – 5 minutes of my break/lunch with my teacher'. Teacher to keep child in from break/lunch for 5 minutes.
5. Movement to 'Stage 3 – 10 minutes of my break/lunch with my phase leader'. The teacher will send the child to their phase leader to spend part of their lunch with them. The class teacher is responsible for recording this on the behaviour log.
6. Movement to 'Stage 4 – I must be sent to a senior leader'. The teacher will send the child to the HoS/DHT/AHT immediately. The class teacher is responsible for recording this on the behaviour log.

Depending on the presenting behaviour of the child, the sanction given may result in an exclusion. Exclusions initially are internal and start with a lunchtime detention before progressing to a half day or full day internal exclusion whereby the pupil is required to complete their learning with a member of the Senior Leadership Team. If an internal exclusion has already been issued to a child, the next stage would be a fixed term exclusion (whereby the child is not allowed to come to school for a specific period of time).

Any child using racial, homophobic, sexist or xenophobic language towards another pupil, staff member or visitor will automatically escalate to stage four on the behaviour ladder and receive an exclusion. The exclusion given will be dependent on the child's previous behaviour record.

Once a sanction has been meted it is important that the pupil returns to 'I'm having a good day'. If a child is on 'I'm on a warning' prior to a break of lunchtime, they are to remain on this stage until they demonstrate a change in their behaviour. Children with additional needs may require a slightly different or graduated approach when being reprimanded but the principle remains the same. Any changes should be agreed with the Inclusion Manager.

When a behaviour incident has arisen as a direct result of need, this has to be looked at on individual basis. Some children with identified AEN will require an Individual Behaviour Plan with a consistent response from all staff highlighted.

Recording incidents

When a pupil moves down the behaviour chart ladder to 'Stage 3' or 'Stage 4', the class teacher records this in the behaviour log and informs parents/carers. This is monitored by senior leaders so early intervention can be put in place if necessary. It is the class teacher's responsibility to record this, even when a senior leader has been involved.

If a child displays 'Stage 3' or 'Stage 4' behaviour during break time, it is the on-duty teacher's responsibility to inform the class teacher. The class teacher must then record this incident and follow any appropriate sanctions.

If a child displays 'Stage 3' or 'Stage 4' behaviour during lunch time, a midday-supervisor will complete a 'Behaviour Incident Form'. This will be given to the class teacher at the end of lunch (even if a senior leader has been involved). The class teacher must then record this incident and follow any appropriate sanctions.

Roles and Responsibilities

All members of staff are responsible for promoting good behaviour and tackling undesirable behaviour.

Members of staff on duty at playtimes and lunchtimes are responsible for reporting any behaviour issues they deal with to the class teacher. If children are involved in fighting, this must be reported directly to the Head of School or Deputy Headteacher.

If there are significant concerns about a child's behaviour the class teacher should discuss this informally with parents/carers. It is important to investigate potential root causes of the behaviour in order to seek successful solutions. If there is no improvement in the child's behaviour this will be referred to the Inclusion Manager or Senior Leadership Team. As such, referral may be made to outside agencies, such as CAMHS or the Educational Psychology Service.

Parents are responsible for supporting the school's behaviour policy and reinforcing behaviour expectations with their child/children. Likewise, pupils are responsible for their own behaviour choices and actions and are made aware of the school's expectations and behaviour ladder including sanctions and rewards, at the start of the academic year. Behaviour Ladders are clearly displayed in each classroom.

Monitoring and Evaluation

The effectiveness of this policy will be monitored independently and in conjunction with monitoring of other associated policies. It is the responsibility of the Head of School to monitor, evaluate and report on the effectiveness of the policy to the staff and governors. The policy should be reviewed annually.

Reference to Associated Policies

This policy should be read alongside the following policies:

- Special Educational Needs
- Exclusions
- Bullying
- Restraint
- Substance Abuse
- Child Protection
- Race Equality and Cultural Diversity

APPENDIX I

Behaviour Hierarchy

Stage	What this behaviour looks like	Sanction/Reward
Head of School Postcard	Outstanding and exceptional work and effort – ‘best yet’ Children cannot reach this level by continually climbing the behaviour chart.	Certificate and sticker from Head. Taken home and shared with parents. HoS records.
Class Teacher Postcard	Great work, effort and behaviour for learning. Acts of kindness, cooperation and support. Clearly demonstrating a learning goal. Repetition of previous.	Name moved up behaviour chart Class teacher postcard home.
I’ve just earned 5 house points.	Great work, effort and behaviour for learning. Acts of kindness, cooperation and support. Clearly demonstrating a learning goal. Repetition of previous.	5 house points/name moved up behaviour chart
I’ve just earned 1 house points	Good work, effort and behaviour for learning Displaying learning goals.	1 house point/name moved up behaviour chart
I’m having a good day	All children start here. All children return here after a sanction has been received.	This is the minimum expectation for behaviour at Belmont
Stage 1 - Warning	Low-level behaviour incidents Calling out/interrupting learning Prodding others Rocking on chairs Talking when another is Wandering out Ignoring instructions Not lining up appropriately	Name moved down behaviour chart. Teacher redirects behaviour with minimal use of words; use body language; use visual and verbal reminders. Once sanction completed, child moves back to “I’m having a good day”.
Stage 2 – 5mins of my break/lunch with my teacher	Repetition of Stage 1 incident Inappropriate shouting/calling out Not cooperating (e.g. time-wasting; not following instructions, etc.) Disruption Throwing/damaging equipment Not following class rules Disturbing others whilst learning	Name moved down behaviour chart. Child will spend 5 minutes of their break/lunch with class teacher. Class teacher comment in contact book/conversation with parent/carer. Child may be moved seats within their classroom. Once sanction completed, child moves back to “I’m having a good day”.

<p>Stage 3 – 10 mins of lunch with APL</p>	<p>Repetition of Stage 2 incident Swearing/harmful and offensive name-calling Acts of deliberate violence Deliberate disruption Throwing objects with intent to harm Damaging school or student property Leaving the classroom without permission Challenge to authority/undermining behaviour</p>	<p>Name moved down behaviour chart. The child will spend 10 minutes of their lunchtime with an APL. Incident recorded in behaviour log. APL comment in contact book/class teacher conversation with parent/carer. Child may be moved from classroom during lesson and sent to APL Once sanction completed, child moves back to “I’m having a good day”. The class teacher must record this instance in the behaviour log.</p>
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<p>Stage 4 – sent to senior leader</p>	<p>Repetition of Stage 3 incident Fighting Bullying behaviour Verbal abuse to a staff member Seriously challenges authority Extreme or repeated physical/verbal abuse Physical intimidation to an adult/student Vandalism Complete refusal to cooperate in any way Attempting to exit school grounds Racist/homophobic/xenophobic/sexist behaviour or language.</p>	<p>Name moved down behaviour chart. Incident recorded in behaviour log. Child will be moved from classroom to a senior leader/in the first instance, this may be an APL’s classroom. Letter sent home to parent/conversation with parent/carer. Will result in: <ul style="list-style-type: none"> - Lunchtime detention - Internal exclusion - External exclusion The class teacher must record this instance in the behaviour log.</p>
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