



MINERVA ACADEMY

BEHAVIOUR POLICY





Behaviour and Discipline Policy

Introduction

The Minerva Academy aims to provide a happy, secure and stimulating environment for all its pupils, staff and visitors. It is essential that everyone associated with the school understands and upholds common standards of behaviour. This policy sets out what those standards are, how we seek to encourage positive behaviour and how we manage unacceptable behaviour.

Aims

This policy aims to

- Encourage and maintain good behaviour and respect for others
- Ensure that there are agreed codes of conduct around the school and that they are known to all
- Promote self-discipline and self-awareness among pupils
- Promote proper regard for authority among pupils
- Prevent all forms of bullying
- Maintain a supportive partnership between children, staff and parents.

These aims are consistent with the School Rules developed by pupils at the Minerva Academy through the school council. These rules are displayed clearly throughout the school and referred to by pupils in developing their own classroom rules.

School Rules

- We will treat everyone with care and respect
- We will take responsibility for our own actions
- We will make sure we do not take part in hitting or name-calling
- We will listen to our teachers, other adults and follow instructions
- We will look after our classrooms and our school
- We will wear the correct school uniform.

Roles and Responsibilities

Role of staff

Staff play a vital role in helping children to manage their behaviour within class and around the school. At the beginning of each year, class teachers' work with pupils to establish rules, rewards and sanctions to encourage good behaviour and ensure these standards are understood and upheld. The classroom rules are displayed clearly in each classroom.

All adults encountered by pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example have an important influence on children.

Teaching and non-teaching staff will aim to:

- Promote positive behaviour via the school's reward systems, rules and individualised rewards developed in class
- Provide opportunities in class for children to learn about and understand what is good behaviour and what is unacceptable (Teaching staff)
- Develop a class contract at the start of the year to support learning (Teaching staff).
- Aim to raise the self-esteem of all children
- Model appropriate behaviour and treat children with respect.

Where volunteers are working within the school community they will receive guidance and will be expected to adhere to these standards.

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to the leadership team, SENCO or Head teacher.

Role of Pupils

In addition to helping develop the school and class rules pupils are encouraged to:

- come prepared and ready for school
- arrive at school on time
- follow school rules and their class agreement
- understand their roles and responsibilities in and out of school
- consider the choices and decisions they make
- develop and use strategies in dealing with difficult situations and emotions.

Role of Parents

At the Minerva Academy we feel it is vital that parents are involved in their child's academic and social life. It is important that parents and teachers are seen to be working together, supporting each other in promoting the aims and values of the school.

We expect parents to:

- support their child's learning and co-operate with the school
- inform the school of any changes in family circumstances that may impact on their child's behaviour
- ensure their child attends school and informs the school of any absences
- work in partnership with school to reinforce the expectations regarding appropriate behaviour
- work with the class teacher when necessary to help their child maintain acceptable standards of behaviour.

Encouraging positive behaviour

The school uses the following strategies to promote positive behaviour and manage behaviour throughout the school and in class.

- Explicit teaching of the differences between appropriate and inappropriate behaviour
- Set high expectations of pupils behaviour
- Clear use of school and classroom rules
- PSHE – Personal, Social and Health Education and SEAL – Social and Emotional Aspects to Learning
- Circle time – opportunities to discuss and find solutions to a range of possible issues such as friendships and conduct
- A smile
- Use of verbal/written praise
- Team points
- Special jobs
- Certificates
- Stickers
- A caught in the act note
- Sharing work
- Star of the day/week
- Celebration Assembly
- Headteacher certificates

Managing inappropriate behaviour

The Education and Inspections Act 2006 introduces, for the first time, a statutory power for teachers and certain other school staff to discipline pupils. Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

The school uses the following strategies for managing inappropriate behaviour. These are presented as a five step warning system and all pupils are made aware of these steps at the beginning of each year.

The severity or level of behaviour will influence where certain sanctions are imposed: for example in more serious cases, steps 1 and 2 may need to be missed out completely.

Five step warning system

1. Non-verbal warning/reminder

- Reminding of class agreement/school rules
- Verbal warning/reminder/
- Moving children up and down the traffic light as appropriate
- If children end up on red then it may be appropriate to move to step 2 – however, please be mindful that children should be given the opportunity to correct their behaviour and informal verbal warning should be given before moving a name down the traffic light

2. Time Out

- Loss of morning play (**Time out**).
- Time out in class or adjoining class (**Use of Thinking Sheet**).

For more serious incident (which will occur rarely Steps 3, 4 and 5 will be used

3. Detention

- Parents informed by class teacher or school office or note in the home/school diary
- Detention during lunch play

4. Sent to a teacher in leadership team / deputy head teacher.

- A 'Good behaviour' book might be issued if behaviour is persistent
- Parents informed.

5. Sent to Head teacher

- Head teacher formally involved
- Parents called.
- Letter sent home

Records of all incidents are made and placed in the Incidents and Behaviour Folder.

Equal Opportunities and Special Educational Needs

At all times teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances.

Should any incidents happen repeatedly, an Individual Education Plan will be devised to support the child and involvement from outside agencies may need to take place. Parents will be fully involved in this process through discussion with the Head teacher and SENCO,

Examples of inappropriate behaviour

(Steps 1 and 2 of the Warning System)

The following types of behaviour are regarded as **minor breaches** of school rules and class agreements and may take the form of the following:

- Talking/disturbing others in class after reminders
- Repetitive calling out
- Misuse of school equipment
- Non – completion of work after adult guidance
- Initial refusal to comply with instructions from adults in school
- Arguments or disagreements with peers that may mean minor name calling.

Incidents and situations will be monitored by teachers. If there is a continual occurrence, parents will be informed and the teacher will devise an Individual Education Plan (IEP) with the SENCO and parents to help prevent any escalation.

(Steps 3, 4 and 5 of the Warning system)

The following list provides examples represent **serious breaches** of school rules:

- Hitting other children
- Hitting adults
- Swearing at adults or other children
- Any form of bullying as mentioned in the Anti-Bullying Policy or Anti-Racist Policy.
- Answering back rudely
- Intentional destruction of school property
- Intentional destruction of other children's property.

Exclusion

In extreme circumstances a child may be excluded from school. These reasons could include:

- the safety of the child
- the safety of other children
- to enable the education of other children to continue
- to allow a cooling off period.

In such instances parents will be invited into the school to discuss the incident by the Head teacher who also will inform the governors and the Local Authority.

Use of Restraint

Physical restraint of pupils should be the last resort and all incidents of restraint must be recorded and Head teacher informed.

Reasons for use of restraint could include:

- a pupil attacks a member of staff or another pupil
- pupils are fighting and are in danger of being seriously hurt
- when actions are damaging property whether deliberately or accidentally.

If a teacher feels they have to control or restrain a child they should warn the child that they are going to do so. If the child is being controlled or restrained they should be repeatedly told to calm down and that your intervention will cease once they are calm.

Children must not be pulled by the arm or leg.

Personal property/Confiscation

The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

As stated in the Home/School Agreement, the following items should not be brought into school unless **prior authorisation** has been obtained:

- mobile phones, items of interest, games – either computerised or other
- Class teachers need to agree items being brought into school for class discussion
- Schools can confiscate items if they pose a health and safety risk to children or staff and item that are at risk of being damaged.

Implementation and review of policy

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The head teacher is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The head teacher keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested.

Monitoring:

Class Teachers / Headteacher / Deputy Headteacher / Leadership Team / SENCO /

Adopted October 2015
Review date September 2017