



Djanogly Northgate Academy Behaviour & Wellbeing Policy 2020-23

Djanogly Northgate Academy Vision

It's in our DNA...
Learning and belonging together
Respecting and valuing together
Making a difference for life.

At Djanogly Northgate Academy all are welcome. We are committed to our children, families, staff and our community.

We are an inclusive school where everyone embraces, respects and learns from our vibrant diversity. We inspire each other to value learning, seek challenge and to have high aspirations.

Through innovative learning opportunities we will equip our children with the skills, knowledge and attributes that allow them to make choices and take control of their futures.

We are a school where we ALL aim to be the best versions of ourselves.

Aims

We aim to create this 'Northgate Way' through:

- Providing a well thought out curriculum and environment that inspires children to learn, encouraging them to be aspirational, resourceful and resilient in their learning and in life.
- Promoting a welcoming and nurturing environment where everyone feels safe, valued and happy.
- Respecting, valuing and celebrating our diversity
- Providing a place where all involved with school see themselves as learners.

Introduction

It is vital that this behaviour policy is clear, that is it is well understood by all staff, parents and children, and that it is consistently applied. In developing this policy consideration has been given to all aspects of academy life and all stakeholders have been consulted as appropriate.

Five key 'Learning Powers' are promoted throughout all aspects of Academy life which are Respect, Relationships, Reflection, Resilience and Resourcefulness. These are fundamental to encouraging good behaviour at the Academy through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and between staff and children. All children are encouraged to be independent and to make positive decisions regarding their own conduct and behaviour. We have put in place a range of options and rewards to reinforce and praise good behaviour and positive choices, balanced by clear sanctions for those who do not comply with our rules and ethos. It is our intention that these are proportionate and fair responses that

may vary according to the age of the children and any other special circumstances which may affect an individual child.

Aims of this Policy

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that all children engage well with opportunities to learn and thereby make good progress.

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

1. The decision must be made by a paid member of academy staff as authorised by the Head.
2. The decision must be made on the academy premises or while the child is under the charge of the member of staff (i.e. off-site visits)
3. The decision must be reasonable in all circumstances, taking in to account the age and any individual needs the child might have.

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the academy website
- Ensure that policy and practice is reviewed regularly

Head:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the academy rules, including rewards and sanctions
- Authorise **all** staff to actively uphold the academy rules, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the academy's Child Protection & Safeguarding Policy to ensure that all children are protected from harm

Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff

Lead Behaviour Professional (Learning Mentor):

- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy
- Create tailored support programs for individuals
- Work with children who are in danger of being excluded, breaking down barriers to learning and building confidence.

Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience

- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have authority from the Head to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction

Rationale

This policy...

- Assumes everyone can succeed.
- Supports everyone to make sensible choices.
- Offers recognition for those children who consistently choose sensible behaviour.
- Gives some opportunities for redemption so that children who make the wrong choice are not discouraged too quickly.
- Involves incremental steps so that children can reflect if they have made a bad choice and choose more wisely next time.
- Employs sanctions that reflect the seriousness of bad choices of behaviour.
- Acknowledges that extreme behaviour is unacceptable.
- Involves parents as partners in ensuring children become good citizens.
- Encourages the use of additional rewards and stickers for exceptionally good behaviour and work.
- Will be applied consistently; including at lunchtimes and break times.
- Allows the school to monitor behaviour with data and set targets.

School Rules

- **Be ready**
- **Be respectful**
- **Be responsible**

The same rules apply to all children throughout the extended school day and in all parts of the building. They also apply to off site visits.

All staff every day will

1. Meet and greet children at the classroom door
2. Refer to Ready, Respectful, Responsible- the behaviours they expect to see
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson (Count down from 5 / hand-up will be used across the school and a positive recognition board will be used in every classroom)
6. Be calm and "give take up time" when going through the steps Prevent before sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly.

Organisation

Each classroom will display the 'Learning Powers', school rules and explanation of rewards / sanctions. The policy will be explained at the start of the year within classes and during assemblies. Throughout the year these will consistently be referred to around the Academy. Each class will create a charter at the start of term that explains how the children will ensure they keep the school rules. It will remain an active and important feature in how the academy operates.

Rewards

All staff use non-verbal rewards such as smiles and thumbs up frequently. Verbal praise will be used extensively. Three of these comments will be used to every one negative comment to ensure a positive atmosphere. Children receive tangible rewards in the form of Dojos - all classes to use Class Dojo on a daily basis. They will receive them for: good work, courtesy, care, consideration, hard work and effort. Dojos then build cumulatively each half term towards certificates and class based prizes.

A weekly Key Stage 1 / Key Stage 2 'Djanogly Champion' will be selected by SLT and this will be announced weekly in assembly - these children will be provided with a red school jumper to wear proudly for the rest of the week, there will also be communication home and a record of Djanogly Champions created over the year - 'hall of fame' principle.

During weekly Star Assembly each class will nominate a 'Star of the Week' whose positive contribution to their class will be recognised and praised in front of the whole academy. 'Teacher's Award' merit certificates will / can also be presented to children identified by staff as going that 'extra mile' during the preceding week - these will be given out in class at the discretion of the class teacher. These awards are based on Learning Powers to ensure that all successes are recognised and celebrated. Staff will also seek to publicise and praise specific achievements that children have made in out of school activities.

'R' Credits (linked to the school 5 R's) will be used across school and given out by all staff to children who display behaviours linked to the 5 R's - class teachers cannot give these to children in their own class. An 'R' credit should be given to an individual child who has demonstrated any such behaviour, a '10 R Credit' token can be given to a group / class of children who are all displaying behaviour linked to the 5 R's.

Sanctions

Staff will always use non verbal reprimands first such as a look, a shake of the head, raised eyebrows to address low level disruption. They will walk over to the child briefly to intervene early and de-escalate potentially disruptive behaviour. If these fail, then the school has a structured programme which staff follow consistently and which children understand and accept. A very small minority of children may need an individual approach which must be agreed with the learning mentor and senior leaders. The following steps will consistently be followed by all staff:

Step 1- Redirection

Gentle encouragement, a "nudge" in the right direction, a look, head shake etc...

Step 2-Reminder

A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

(Give take up time) Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3- Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue, child is moved down on class behaviour chart. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. If behaviour improves child can be moved back up chart.

Step 4- Time out reflection in class

- The learner is asked to reflect on their behaviour in a designated area of the classroom for a period of time (usually 3-5 minutes is appropriate length of time)
- Boundaries are reset
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

Step 5- Paired Class reflection

If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to their predetermined partner / paired class. Any child sent to paired class also is required to attend 'Reflection' during the next convenient breaktime. If a child has been out of class/not completed learning based on your shared minimum expectations they are expected to complete their work during part of their time in Reflection.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Step 6- Reflection time

This takes place during break time with a member of SLT / SMT. There will be a clear focus on the following areas:

1. What happened? (listen to each other's account carefully)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?

8. How can we do things differently in the future?

The teacher will take responsibility for leading reparation meetings. Colleagues will support when requested

Step 7- Formal meeting

If behaviour is consistently poor as shown by Reflection time analysis by DHT / Behaviour Lead there will be a formal meeting where parents / Carers are asked to meet with the class teacher / DHT / Behaviour Lead. There will then be agreed targets that will be monitored over the course of two weeks. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

A **serious breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example it may be more appropriate to have an internal exclusion, the final say on all such instances will fall to the Head Teacher.

Serious Misbehaviour

This is rare and it includes;

- Physical attack
- Creating a serious risk to the health and safety of self or others
- Serious deliberate damage to property
- Serious or persistent defiance
- Serious or persistent verbal abuse

These actions may result in the following sanctions;

- The child will be taken to or removed by a senior member of staff.
- They will be taken to an appropriate room to calm down.
- Parents will be called if the member of senior leadership team deems it necessary.
- Member of senior leadership team and class teacher will decide on appropriate sanctions.
- Any child that poses a serious health and safety risk to themselves, children or staff could be excluded for a set number of days at the head's discretion.
- In some cases children may receive an internal exclusion, a short term isolation from their class, if senior leaders deem this more appropriate than fixed term exclusion.
- The child will be given an individual support plan and a positive handling policy if necessary on their return to school.
- Outside agencies may become involved with the agreement of parents, such as the educational psychologist, paediatrician, behaviour support services, education welfare, or social care.
- Exclusion will be used as a sanction where the Head Teacher deems this appropriate - see Exclusion Policy.

All staff are legally authorised to use reasonable, proportionate and necessary force to prevent children injuring themselves or others, committing an offence, damaging property or to maintain good order and discipline in the classroom - see Positive Handling Policy.

Staff are legally authorised to search a child and/or their belongings if they have reason to believe that the child has property that does not belong to them or could be harmful to them or others.

Lunchtime & Playtime Sanctions

The same rules apply at lunchtime and playtime as at any other time of the day, both inside and outside the building. Rewards in terms of praise, Dojos / R Credits are used at playtime and lunchtimes.

Sanctions operate as follows;

- A stern look. (Unless the behaviour is very serious.)
- A verbal warning
- 5 minute time out standing with the member of staff. This must be communicated to the class teacher. The class teacher will decide whether it is appropriate to move the child down a step.
- Serious offence (e.g. fighting, spitting, rudeness or persistent defiance) - sent to member of senior leadership/management team on duty.

Lunch Club is available for children who find lunchtime challenging. This is run as an early intervention strategy to support children who find the long, unstructured lunch period challenging.

Where appropriate, children are supported with activities to develop social skills and anger management. Some children attend lunch club as part of an individual support programme, others have the choice to access it if they feel that they need 'down time'.

Catering staff praise good behaviour and manners.

Behaviour Off-Site

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school rules. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk, they may take the decision to withdraw the opportunity to go on an off-site visit.

The academy will take the behaviour of individual children in the community, out of academy hours, in to consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidences reported to staff will be dealt with by senior leadership team at their discretion. If deemed necessary outside agencies may become involved such as social services, police, Youth Offending Team, etc.

Wellbeing

Child Protection and Safeguarding is a priority; policy and practice are covered in our separate policy.

All staff know and understand that children learn best when they feel safe and happy. It is therefore an essential part of the academy ethos to promote every child's wellbeing. Learning Powers are an important and integral part of our whole academy curriculum. The first day of every term is a Learning Power day across the academy where all children and staff engage in planned activities which promote the 5 Learning Powers. These key objectives then underpin our curriculum and will be referred to regularly at other times.

We know that some children need more individualised social and emotional support at times during their school life. For some this may be due to short term changes in their own lives whilst for some it may be part of a wider context. We always seek to provide children with the support and tools they need to overcome barriers to learning, whatever form they may take at the time. We have staff who are knowledgeable and skilled in providing nurture provision for individuals or groups as appropriate.

Selected support staff are trained in play therapy to provide nurturing for sudden temporary trauma or ongoing emotional needs. The idea is for them to create their own world with support but no direct input from staff, just a space for the children to use as they like. This is put in to place where appropriate with the agreement of parents/carers.

School Council meet regularly to discuss relevant issues and to give all children a voice. They are elected by formal election every year with representatives from all classes.

Anti-Bullying Strategy

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

E-safety forms an integral part of our computing curriculum and children are taught how to keep themselves safe when using ICT.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children and we will always listen to concerns from children or their parents. There is no single solution to bullying which will suit all parties and all incidences so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow our process:

- **Prevention** - we promote tolerance, understanding and mutual respect throughout our curriculum. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.
- **Intervention** - we listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** - we will continue to monitor any identified incidents in order to ensure that there is no repeat.
- **Communication** - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.
- **Wider Community** - Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on as appropriate. We may also consider whether it is appropriate to notify the police or other agencies.

The Parent - Teacher Partnership

We believe that a successful partnership between the academy, the child and their parents/carer is essential. Class teachers will take the lead role in communicating with parents/carers where the academy has concerns around their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

Where parents do not engage positively the senior leadership team may have to take a decision as to whether the parent/carer in question should be asked not to come on to the academy premises. In extreme cases senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.