

BEHAVIOUR POLICY

INTRODUCTION AND PRINCIPLES

At Read Academy we have a Behaviour policy which encourages good interactive behaviour and involves the whole School community. Thus we see a role in this for parents, staff, children and directors and advisors, based on a sense of community and shared values of the School. We wish to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. To achieve this, we expect pupils to treat staff and each other with consideration and good manners.

This policy is sometimes referred to as the School Rules and applies to all pupils, including those within the Early Years Foundation Stage (EYFS).

SPECIFIC OBJECTIVES

- To teach, through the School curriculum, the importance of a code of (good) conduct as well as knowledge and skills, promoting responsible behaviour, encouraging self-discipline and also a respect by children for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards via incentive schemes for children of all ages and abilities.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To make clear to parents and children the School rules and regulations and to draw out the distinction between minor and more serious misbehaviour
- To indicate the range of sanctions that will follow upon more serious misbehaviour
- To indicate how parents can play a part in ensuring good behaviour and supporting discipline in the School.

PUPIL CODE OF CONDUCT

- All members of the School community are asked to respect each other;
- Children are expected to respect staff, other adults and fellow pupils; they should address staff by their title and surname, and be encouraged to be polite at all times;
- Children are expected to respect their own and other people's property and to take care of books and equipment;
- Children are asked to be well-behaved, well-mannered and attentive;

- Whilst in School, children are expected to walk quietly along corridors and move carefully on stairs;
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter;
- Rough play will not be tolerated in the playground and children who are found playing inappropriately are made to sit out or have time out ;
- Physical violence is not acceptable, neither is retaliation.
- Repeated or serious incidents may lead to suspension and possible exclusion;
- Foul or abusive language may not be used;
- Bullying is not tolerated in School (See the Schools Anti-Bullying Policy)
- Children are expected to be punctual;
- Children should wear the correct School uniform when they start at the School, from Reception onwards. Jewellery should not be worn apart from stud earrings. Hair attire should be simple and preferably in School colours. Watches may be worn.
- At the end of the day, children remain with the member of staff in charge of the class until parents/guardians come to collect them from their designated area (varies according to class). They should leave the School in a proper manner and remain with the adult collecting them.
- This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the School to function efficiently as a place of learning. Any variations must be arranged with the Head teacher.

INCENTIVE SCHEMES

A major aim of the School policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

From Reception, the School scheme is based on awards, through which children can be rewarded for academic and non-academic achievements, but also for effort, and for showing a caring attitude, and for all aspects of good work and behaviour; thus children are awarded stars for thoughtfulness, being helpful, good work etc.

Incentive stars are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of School in assemblies and in class and through photographic evidence and work displayed around the School. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

If a child performs well in any of these areas, he/she is awarded a Star.

SCHOOL RULES AND REGULATIONS

Sadly, there will be times when children need support to behave in an appropriate manner. Children need to discover the bounds of acceptable behaviour and the consequences of poor behaviour, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

BEHAVIOUR MODIFICATION POLICY

As part of our approach of using rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

Change in classroom organisation;

- Using different resources;
- Using short term targets when small steps are devised for each child (eg sitting on chair for given length of time or putting hand up to answer questions);
- Rewards of stars on work, on charts or in special books;
- Use of certificates, special stickers for such things as listening, being kind, helpful etc;
- Sharing good behaviour with other children/other classes;
- Celebrating achievement in assembly;
- Involving parents at an early stage to develop an action plan together.

By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

If problems are persistent or recurring, parents will be involved. Children may then be placed on a daily or weekly report system to monitor their behaviour in partnership with the parents.

DISCIPLINE AND EXCLUSIONS

The School uses sanctions to deter poor behaviour. Examples of such sanctions might include:

- Withdrawal of awards
- Confiscation of property used inappropriately
- Withdrawal from a lesson, School trip or team event
- suspension for a specified period
- Detentions
- Removal or exclusion

Serious misbehaviour includes major breaches of discipline such as persistent disruptive behaviour, deliberate damage to property, persistent bullying, physical assault or threatening behaviour, fighting, stealing, leaving the School premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of Mr Hussain as the Head teacher to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded in a School log.

INTERVENTION AND PHYSICAL RESTRAINT

Corporal Punishment is not tolerated in any form at Read Academy. However, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time.

The child will be removed from the situation as soon as possible and taken to the Head teacher or a senior member of the staff who will take immediate action to involve parents. An incident report will be written and in conjunction with the class teacher, the Executive Head teacher will take whatever steps are felt to be necessary with the member of staff and parents. This is likely to involve an action plan to meet the child's needs. This may under certain circumstances include the involvement of other agencies—social services, psychological service etc.

PARENTS

Parents can help:

- By recognising that an effective School behaviour policy requires close partnership between parents, staff and children;
- By discussing the School rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By acknowledging that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour problems patiently and positively.

COMPLAINTS

The School hopes that parents will not feel the need to complain about the operation of the School Behaviour Policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's complaints procedure is on our website. We will send you copies on request. We maintain records of complaints for three years after your child has left our School.

Monitoring & Review

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years.