

# **Anchorsholme Academy**



## **Behaviour and Discipline Policy**

At Anchorsholme Academy, we want to create a positive climate in which pupils; staff and parents respect each other equally and take a real pride in our school. The vast majority of the pupils at Anchorsholme Academy conduct themselves appropriately, have good manners and are well behaved. There are occasions, however, when certain children do misbehave and this inappropriate behaviour needs to be corrected.

This policy describes the expectations we have of our pupils and the methods we employ so that successful teaching and learning can take place.

Our aim is always to be positive, to reward good behaviour and to avoid conflict with children whenever possible.

All our pupils are expected to demonstrate a basic standard of behaviour based on politeness, obedience and civility.

### **Our Anchor Code**

- We care
- We are well mannered
- We make the right choices
- We are fair
- We are ANCHORS Children:



### **Behaviour of Children in School**

All children should be encouraged to be well mannered and polite whilst in and out of school. They should respect each other, their teachers, other adults, visitors, personal belongings, school resources, equipment and the building. They should conform to a basic standard of good behaviour. (Children who misbehave will be sanctioned - see below). The staff will report persistent or very serious acts of misbehaviour to the Senior Leadership Team, who may inform parents and the Headteacher. The Headteacher or member of the SLT, teacher and parents will work together to address the problem.

## **Promoting Positive Behaviour**

Whenever possible, emphasis will be placed on rewarding the positive rather than punishing the negative.

- A merit system is in place to record academic achievement and to reward good behaviour.
- An ANCHOR passport system is used to promote and acknowledge aspects required to be represented by an ANCHOR child.
- A house system is also in operation. Class teachers may use this to reward a whole class or group of pupils.
- Golden Book assemblies are held every week in both key stages to acknowledge children from every class in the school who have behaved particularly well or tried especially hard with something during the week. The parents of those pupils in the Golden Book will be invited to attend the assembly.
- Staff may use the school parental text messaging service to inform parents of positive aspects of their child's work or behaviour in school.
- A number of class based systems are also used to promote positive behaviour including Class Dojos, Raffle ticket systems and class rules.

The main aim of the reward process is to encourage all our pupils to follow our ANCHORS code, work hard and to be well mannered and thoughtful whilst in school.

## **Good Practice:**

Relationships are important at every level and we should all endeavour to:

- Greet and be greeted
- Communicate and be communicated with
- Smile and relate
- Praise, praise and praise!

Our learning environments should also promote desirable behaviour:

- Arrive before a session and begin on time
- Be fully prepared for the activity
- Maintain pupils' engagement and involvement in their learning
- Extend and motivate all pupils
- Ensure work is delivered at the appropriate level
- Praise work, feed back and mark work promptly and constructively (in line with the school marking policy)
- Maintain a conducive learning environment

## **Responding To Inappropriate Behaviour**

1. It is always advisable to ask children what they were supposed to have been doing and how they should behave. What happened? Why? Who has been affected and how? How can we put it right? What have you learnt so as to make different choices next time? They will then be able to acknowledge ownership of the misbehaviour and will be able to work to put it right.
2. Provide the child with time out within the classroom.
3. If the child continues to misbehave, staff may opt to send him/her to another classroom within the same year group with their own work for up to one lesson.
4. If the pupil continues to misbehave or refuses to leave the classroom, the Pastoral Mentor will intervene and offer appropriate support. A letter or phone call from the teacher will inform the child's parents of the problems in school and they will be asked to come in to school to discuss the situation with the class teacher. Teachers will keep a written record of this on a chronology and provide SENCo with a copy.
5. If the inappropriate behaviour still persists, discuss with the SENCo so strategies can be put in place e.g. further support from the Pastoral Mentor or advice from outside agencies. If these problems recur, it will be referred to the appropriate member of the Senior Leadership Team. It is important to note that whilst the child should be given the opportunity to begin each new day with a clean sheet, repeated incidents of poor behaviour should be recorded on the ABC chart so that action can be taken to review and investigate any problems which the child is experiencing.
6. If the child fails to respond in a positive way, an internal period of isolation will be spent in the SEN/Nurture Room. If there are further serious incidents, a temporary lunchtime, or whole day exclusion may then be considered and a full investigation of the problem will be initiated.
7. If an incident occurs at lunchtime, the SLT has responsibility using the welfare team staff available in school. All incidents must be reported to the class teacher and SLT according to the severity. Welfare staff at lunchtime (supported by the SLT if required) should aim to deal with any lunchtime incidents of inappropriate behaviour at the time of occurrence so as not to impact on afternoon teaching sessions.
8. The withdrawal of children from National Curriculum subjects, e.g. P.E., games, swimming, etc., will never be used as a sanction for bad behaviour outside those lessons but may be used if the teacher considers that the presence of a pupil in that activity constitutes a danger to the child or to others in the group.
9. The parents of any child found to have caused wilful damage to school equipment or property, or to the property of another person in school, will be asked to provide compensation.

A member of the SLT will be involved and the child's parents will be informed immediately of any serious incident of misbehaviour in school i.e. hurting another child or adult intentionally, aggressive use of abusive or foul language. Sanctions as in #6 will be followed.

## **Transition**

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year including successful strategies and recommendations from outside agencies.

In the case of Year 6 transition to high school, all records will be provided to the appropriate high school and pre-transition meetings will be held with high school staff including specialist support staff where required.

## **Relationships with Parents**

Parents play a vital role in fostering good behaviour. Communication is important at all times, particularly when challenges occur. A two way system of communication is important so that school can contact parents and parents are also welcome in school if they have a concern. Appropriate as well as inappropriate behaviour should be reported to parents. Early notice of particular challenges should be given so these can be discussed and a plan of action devised.

As a school, we need to be kept informed of any external pressures which may cause a child to exhibit challenging behaviour.

The SENCO will form one of the main school/home links and it is their role to communicate with families and to liaise with outside agencies. Home visits may be part of this process.

## **Supporting Children with Emotional and Behavioural Needs**

Children who exhibit emotional needs resulting in extreme behaviours, will need to have a behavioural management programme put in place. (A Personal Behaviour Plan – PBP)

In these cases the SENCO will be consulted and a meeting will be held, attended by relevant staff and the parents of the pupil involved in order to produce a tailored package of strategies to support the child's individual needs. Outside agencies may be consulted.

## **Exclusions**

The school has no obligation to provide supervision for children during the mid-day break and any child who repeatedly misbehaves at lunchtime, or is involved in an extremely serious incident such as bullying or injuring another person, may be required to go home for lunch for a short period of time.

If a child continues to exhibit inappropriate behaviour, or an extremely serious incident occurs, the Headteacher has the power to exclude that pupil from school for a fixed period or permanently. Parents may appeal against exclusion; the matter would then be referred to the school governors.

If it is deemed appropriate and necessary by school staff and parents, a pupil may be moved to a parallel class as a positive behaviour strategy.

We use two types of exclusion: **internal** and **external**

An **internal** exclusion will take place in the pastoral support room with supervision provided by the pastoral team.

An **external** exclusion of a pupil should be seen as a last resort and that we should be able to show that, as a school, we have taken all reasonable attempts to avoid exclusion.

This should only occur when, to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to others at the school. As a school we must demonstrate that we do not have the facilities to support the child's needs.

### **Dress & Appearance**

Pupils wear their uniform with pride and dress smartly to reflect the ethos of the school. Extremes of fashion, both in terms of clothing and personal appearance are actively discouraged. By drawing attention to themselves in this way children open themselves to potential bullying and ridicule and distract other pupils from their work. In common with all other schools in the country, the Headteacher reserves the right to make the final decision regarding matters of this nature.

Staff need to be mindful that although there is a difference in circumstances, pupils will always compare what staff are wearing with what they are prohibited from wearing. Staff need to be aware that they are regarded as role models and consistent standards of professional attire help set a purposeful and business-like manner which promotes positive behaviour and high standards.

### **Review of Policy**

This policy will be reviewed annually by the SLT and governors Standards & Effectiveness Committee. The school will assess its implementation and effectiveness.