



# Tadpole Farm

## CE Primary Academy

### Behaviour TFCEPA Policy VN1

**This Policy is a 4 level policy**

DBAT policy where EITHER scope for academy specific elements OR **separate academy policy/procedures required**

**This policy is to be reviewed:**

Annually / **every two years** / every three years / other

**Drafted by:** School Office Manager in conjunction with the Premises Board Members

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<b>Date approved / adopted by LB</b>	October 2016	
<b>Signed By:</b>	 Chair of Local Board	 School Principal
<b>Review date</b>	October 2018	
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# **Diocese of Bristol Academies Trust (DBAT)**

## **Tadpole Farm CE Primary Academy**

### **BEHAVIOUR POLICY**

The Trust is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing to the value of the foundation.

#### **RATIONALE**

It is the right of all pupils to develop as individuals. They should respect and value themselves, each other, all staff and visitors and the wider community. A fair and consistent policy will provide a disciplined, safe and secure environment to allow them to develop self-esteem and self discipline. As a Church School we try to live out our Christian beliefs in all that we do. We strive to continually demonstrate love, forgiveness and understanding, so guiding every child to behave in a way which contributes to a positive academy ethos.

#### **AIMS**

- To provide clear and consistent expectations of good behaviour so that everyone feels safe, supported and respected.
- To instil and encourage self discipline.
- To increase pupils' self esteem by making them feel respected and valued.
- To treat each pupil fairly, consistently and firmly.
- To encourage a pupil to develop and demonstrate a positive, caring attitude.
- To encourage respect for others.
- To ensure that all staff accept collective responsibility for good discipline.
- To support children in modifying inappropriate behaviour and sustaining acceptable behaviour.
- To work in partnership with parents.

#### **GUIDELINES**

##### **General**

- Children will be encouraged to take responsibility for their own behaviour
- If they have a disagreement with another child they will be encouraged to try and resolve it themselves first using 3 step approach of 1) talking to the person nicely and explaining what you want/don't want and why and coming to an agreement about what happens next; if that is not successful then 2) go to child playground assistant or member of staff on duty and ask them to help resolve the situation ; if still not resolved children will be supported in meeting to mediate a resolution using restorative justice model – see Appendix 1

## **Classes**

- Classes will agree their code of conduct at the beginning of the year and will put in place general class behaviour reward and sanction systems as appropriate, alongside the academy wide system of house points and sanctions (see below for more detail). These may include golden time, traffic light systems, marble pots, fish bowls – whatever system is chosen the behaviour to earn rewards/ trigger sanctions must be clearly understood by all the children and adults working in that classroom and should be displayed for supply teacher/student.
- Where a child's behaviour is particularly exceptional, in a positive way, they may be given certificates in Friday celebration assembly and/or sent to the Principal/senior teacher for particular praise and reward.
- Where a child's behaviour falls below that expected, the child will be offered Time Out in the office or alternative classroom. During the Time Out session the restorative justice model will be used and the child will be expected to make amends to those affected by their behaviour. Forgiveness, and the chance for a fresh start, plays a large part in the Christian life of the academy and, provided restoration is made, then all involved will move on from it
- If a child refuses to take Time Out or is deliberately and persistently disruptive then the Principal or senior teacher will be called and the child given another opportunity to leave the room. If they still refuse then the child may be removed from the room using reasonable force. (*As per Government Guidance DfE Ensuring Good Behaviour in Schools April 2011 – see extracts Appendix 2*). The Principal or senior teacher will decide on the next course of action which may be to use the restorative justice model; may be to contact the parents and set up a behaviour book or may be, in the case of repeated disruption or an incident of a serious nature, that a temporary exclusion would have to be put in place (in line with local authority guidelines)
- Any child who persistently behaves in a way which disrupts the learning of others may be given a behaviour book for an appropriate period of time; mentoring support and an IEP with behaviour as it's focus. In this instance parents would be involved in creating the IEP and parental support in rewards and sanctions would be required.

## **Lunchtime, breaktime, communal time (e.g. group sessions, collective worship)**

- The same standards of behaviour are expected at non-class based times;
- Play Leaders will support children with resolving disputes by listening to all parties involved and encouraging them to resolve their own disagreements using the restorative justice model;
- The Play Leaders may award certificates or stickers for good behaviour at lunchtime and may set up a celebration table for good behaviour at dinner;
- Where a child's behaviour falls below that which is expected (see Appendix 3 for specific lunchtime and break-time guidelines) Play Leaders will offer Time Out (either at a particular place in the playground or in the academy office). During the Time Out session the restorative justice model will be used and the child will be expected to make amends to those affected by their behaviour. Forgiveness plays a large part in the Christian life of the academy and, provided restoration is made, then all involved will move on from it.

- If a child refuses to take Time Out or is deliberately and persistently disruptive then the Principal or senior teacher will be called and the child given another opportunity to take Time Out. If they still refuse then the child may be removed from the situation using reasonable force. (*As per Government Guidance DfE Ensuring Good Behaviour in Schools April 2011 – see extracts Appendix 2*). The Principal or senior teacher will decide on the next course of action which may be to use the restorative justice model; may be to contact the parents and set up a behaviour book or may be, in the case of repeated disruption or an incident of a serious nature, that a temporary exclusion would have to be put in place (in line with local authority guidelines)
- Any child who persistently behaves in a way which disrupts the enjoyment and learning of others may be given a behaviour book for an appropriate period of time; mentoring support and an IEP with behaviour as it's focus. In this instance parents would be involved in creating the IEP and parental support in rewards and sanctions would be required.

## CONCLUSION

This policy has been approved by the staff and governors of the academy and will be used in conjunction with other academy policies. It will be reviewed annually.

Principal 

Date 1 August 2014

Pre Opening policy

Next due for review by governors: September 2015

Chair of Governors .....

Date .....

### **Restorative Scripts to Resolve Conflict/Upset**

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. You can use one of these or devise your own using these as a model.

#### **Main Restorative Script**

What happened?

What were you thinking of at the time?

What have you thought about since?

Who do you think has been affected by what you did?

In what way?

How can you put things right?

#### **Alternative Restorative Scripts**

What's happened?

Who's been upset by this?

What needs to happen to put things right?

What could you have done differently?

What's happened?

What choice did you make?

What choice could you have made?

How can you put this right?

What's happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

What do you need to do to make things right?

How can we make sure this doesn't happen again?

What can I do to help you?

How can we make sure this doesn't happen again?

Was it the right thing or the wrong thing to do?

Was it fair or unfair?

What exactly are you sorry for?

What's happened?

Who has been affected?

How can we move forward?

How can we do things differently in future?

## Appendix 2

Extracts from Government Guidance on Ensuring Good Behaviour in School (DfE Ensuring Good Behaviour in Schools, April 2011)

### Powers to Discipline:

“Teachers, Teaching Assistants and other paid staff with responsibility for children have the power to discipline pupils whose behaviour is unacceptable, who break academy rules or who fail to follow reasonable instruction. Their power to discipline applies to pupil behaviour in the academy and outside the academy in certain circumstances.”

“Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of pupil’s property. Principals can also decide to suspend or permanently exclude a pupil.”

### Use of reasonable force

“ All academy staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property in order to maintain good order and discipline in the classroom.”

### Exclusion

“ The Principal decides whether to exclude a pupil, for a fixed term or permanently, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the academy community.”

Appendix 3

Lunchtime and breaktime guidelines

<p><b>Standard expected – all staff to give praise to children behaving at or above the standards expected. Lunchtime stickers will be given for excellent behaviour or by showing the behaviour that is focus for the week; children to be nominated for reward table (special table cloth, flowers etc – to happen once a twice a term e.g. week 3 and week 6)</b></p>	<p><b>All duty staff will give one warning using question format.....</b></p> <p><b>What was not Ok about what happened there?; Why have I come to talk to you? What might I have seen that would not be OK behaviour? Why might xx not be happy with this situation? – or any question which prompts thinking - what will happen if you carry on doing xx? (make sure they know the choice they are making)</b></p> <p><b>If behaviour repeated then use consequences below</b></p>
<p>Be polite – say please, thank you, keep inside voice to appropriate volume, only talk when mouths are empty of food, hold open doors for others, treat others with respect</p>	<p>1) Remind of standard of behaviour expected and then try restorative justice format                  2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside)                  3) If problem persists send messenger for Principal/ senior teacher.</p>
<p>Use knives and forks as appropriate – finger food excepted – all food to be eaten inside (except summer packed lunches)</p>	<p>1) Remind of behaviour expected                  2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside)                  3) If problem persists send messenger for Principal/ senior teacher.</p>
<p>Children to have reasonable time to finish their meal and also have playtime</p>	<p>1) Remind of behaviour expected                  2) Any child, having been given reasonable time to eat their lunch, who is still eating by 12:40 will take their lunch to office and finish it there so that staff can be out in the playground with the majority of children</p>
<p>Children to leave their eating place tidy</p>	<p>1) Remind of behaviour expected                  2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside)                  3) If problem persists send messenger for Principal/ senior teacher.</p>
<p>When lining up for dinner, children to behave in a safe way to help others carrying trays</p>	<p>1) Remind of behaviour expected                  2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside)                  3) If problem persists send messenger for Principal/ senior teacher.</p>

Children to eat a sufficient amount of their meal such that they have enough energy for the afternoon	<ol style="list-style-type: none"> <li>1) Children to be encouraged to eat (as suitable for that particular child)</li> <li>2) If causes concern note, class teacher to be informed and discussion had with parent about way forward. [NB – one portion of seconds may be given to children who have eaten a sufficient quantity of their first helping; no scrapings and no thirds]</li> </ol>
Children to wash and dry their hands sensibly	<ol style="list-style-type: none"> <li>1) Remind of behaviour expected – send back to wash again if not clean</li> <li>2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child to miss 5 minutes playtime (use wall or timer inside)</li> <li>3) If problem persists send messenger for Principal/senior teacher.</li> </ol>
Children to play fairly and sensibly in the playground	<ol style="list-style-type: none"> <li>1) Remind of behaviour expected – (nb not acceptable would be things like wedgies, throwing barrels, kicking, not respecting people or property – football above waist/chest height will be go to wall to count 10 x age and if, in same game, it happens more than 5 times in total then ball is taken away and game stopped that playtime).</li> <li>2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child sits on wall (or chair in classroom if indoor play) and counts to 10 x their age</li> <li>3) If problem persists send messenger for Principal/senior teacher.</li> </ol>
Children to use appropriate language at all times	<ol style="list-style-type: none"> <li>1) There will be zero tolerance of swearing – child to be sent directly to Principal/senior teacher</li> </ol>
Children will keep away from the shed/containers unless they are monitors	<ol style="list-style-type: none"> <li>1) Remind of behaviour expected</li> <li>2) If behaviour still continues to be not at the standard expected and child is acting this way wilfully, child sits on wall (or chair in classroom if indoor play) and counts to 10 x their age</li> <li>3) If problem persists send messenger for Principal/senior teacher.</li> </ol>