



**DESMOND  
ANDERSON  
PRIMARY ACADEMY**

# **BEHAVIOUR POLICY**

**This policy was updated in:  
Term 1 2022**

**The policy will next be reviewed in:  
Term 6 2023**

**This policy should be read in conjunction with  
The University of Brighton Academies Trust  
Exclusion Policy and Physical Contact  
Guidance**

## **CHILD PROTECTION STATEMENT:**

*The University of Brighton Academies Trust and the Local Board of the academy take seriously their responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess and support those children who are suffering harm. We recognise that all adults in our academy have a full and active part to play in protecting our pupils from harm. All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, moral, spiritual, cultural and physical development of every individual child.*

### **Aims**

- All people in the academy will be valued, respected and feel safe.
- Our academy is an orderly environment in which effective teaching and learning can take place which will be underpinned by our Root Values (aspiration, independence, resilience, respect and working together) and the Academy's Vision.
- Everyone will work together to encourage good behaviour.
- A high level of parental involvement is encouraged and expected.
- We will work closely with other agencies to ensure that children with complex needs and difficulties, and their families, are given appropriate support.
- The adults at the academy have an important responsibility to model high standards of behaviour. We expect children to trust members of academy staff to deal with problems fairly and effectively. To ensure that trust, we must be good role models:
  - *make it clear that it is the behaviour that is disapproved of – not the child*
  - *listen*
  - *treat children fairly and as individuals*
  - *respond to children's and parents' concerns*
  - *acknowledge children's feelings*
  - *express confidence in children*
  - *stay calm*

### **Working together to improve behaviour**

- We will always try to work with parents to support and be involved in the implementation of this policy.
- If any child lets his or her standards of behaviour fall, we will inform parents and invite them into the academy for a discussion.
- If parents are having problems with their child's behaviour, we are always happy to discuss these with them and offer advice or suggest where extra help may be available.
- Other successful strategies in the past have been the use of a home/academy contact book or scheduling regular meetings between the class teacher, parent(s) and the child to review and discuss their progress and behaviour
- The school has a Pupil Welfare Officer who works with children who may have emotional barriers to their learning. There are other adults in school who offer pastoral support. These children are identified by class teachers, outside agencies or by referrals

### **Respect for all**

At Desmond Anderson we believe that no-one has the right to hurt other people in any way by anything they say or do. We particularly reject the way some people abuse others:

- because of their abilities or disabilities
- because of their religious beliefs or way of life
- because of the way they dress
- because of their size
- because of their gender
- because of the colour of their skin
- because they are weak or strong
- because of their sexual orientation

### **Dealing with inappropriate behaviour**

Since we promote positive behaviour, most of our pupils will rarely need sanctions. We will develop a climate of praise and encouragement and will regularly reinforce the academy and classroom rules.

Our 8 simple academy rules are:

I will:

- do as an adult ask
- always try my best
- keep my hands, feet and objects to myself
- sit sensibly
- move sensibly
- use kind language
- look after others and look after things in my academy
- not shout out

If possible, minor rule-breaking will be ignored. Instead the member of staff will provide attention to those pupils who are behaving correctly.

When pupils must be reminded of the rules, this will be done quietly and calmly with the aim of getting the pupil back on task as soon as possible.

***Any inappropriate behaviour will be criticised, not the child.***

### **What happens if a child continues to behave inappropriately?**

Once a child has had their inappropriate behaviour pointed out, we do not expect them to continue with it. However, if necessary, all staff will follow these procedures:

- The child will be warned and reminded what they need to do. Some children may need visual or a few reminders to help them remember
- If the poor behaviour continues then the child will be given a yellow card  
This means that the child is removed to the time-out area in the class to do his/her work. A time-out table has resources to help the child to calm down or reflect on their behaviour/actions
- If the inappropriate behaviour continues then this is escalated to the child being sent to the parallel class to continue the work. If the parallel class is not in their class, the class next available in the corridor can be used. This should be no more than 15 minutes. This is time for the child to reflect on their behaviour and how to correct it

#### **❖ Red card behaviour includes:**

- Swearing
- Deliberately spitting
- Kicking or fighting with the intention to deliberately harm
- Stealing

- Threatening (verbal and physical) behaviour to adults and/or peers
- Repeatedly refusing to follow adult instructions
- Lack of respect towards any adult or pupil in the academy
- Rude to staff or peers
- Damage to school property
- Leaving the class or academy without permission
- Inappropriate use of social media
  - This will be taken to a member of the Senior Leadership Team who will discuss the child's behaviour with them and ensure that they understand what they have done and why it was inappropriate. Children with any SEN may need further clarification
  - The sanction could be:
    - an internal exclusion where the child spends time (a session/ half day/ whole day) in a phase leader's class completing their work. Some children may need to be accompanied by an adult
    - could be missing an activity, trip, lunch or playtimes
    - completing their work in isolation outside the SLT office
    - fixed term exclusion decided by the Principal or Vice Principal in the absence of the Principal

When a red card is used the child's teacher always notifies parents either by seeing them on the playground or if this is not possible, they must be telephoned. This is then recorded on CPOMS. We hope that parents will support the academy in showing *their* displeasure for their child's behaviour.

### **Pupil's Conduct Outside the School Gates**

Subject to the academy's Behaviour Policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.

OR

- misbehaviour at any time, whether the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school.

### **Persistent Unacceptable Behaviour**

In the event of persistent unacceptable behaviour, the child's parents will be contacted, and an Individual Behaviour Plan/ Risk Assessment will be set up. There may be a need to involve outside agencies if this will help to support the child, parents and the school.

### **Avoiding confrontation**

We will make every effort to avoid confrontational situations. This can be done by using positive language, the adult being calm, giving children choices and by building up their self-esteem.

Where children are prone to losing control of their behaviour, they must have a named person who they are comfortable with to go to and have a previously identified safe 'cooling off' area. In the SSC this will be with an appropriate adult and a safe space within the unit.

## **What if an accusation is made against a member of staff?**

The academy procedures for managing allegations against people who work with children will be implemented if a member of staff is accused of misusing their powers. The person subject to the allegation or concern will be supported in the following way:

- As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact his/her union or professional association.
- Human Resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements.
- The person who will update the staff member subject to the allegation or concern on the progress of the investigation, will be made clear. This is an ongoing process and will be continued throughout any police, s47 or disciplinary investigation.

Where a child is found to have made a malicious accusation against a member of staff this will be dealt with using the sanctions listed in the academy's Behaviour Policy, or by exclusion if appropriate, as detailed in the Trust's Exclusion Policy.

## **Guidelines for managing violent incidents**

*Please see the Trust's Physical Contact Guidance*

## **Rewards**

Our emphasis must always be on rewards for good behaviour. We believe that rewards are motivational, helping children to see that good behaviour is valued. Adults will be consistent in 'spotting' and rewarding well-behaved children. Class teachers will have their own reward system alongside our Root Values. The commonest reward is praise. We want the children to be self-motivated and not try hard just for a sticker. However, the following can also be used:

- ❖ Celebration Assembly: each week there is an assembly where individual children are celebrated. Two children per class are chosen and receive certificates. Sporting and external successes are celebrated within this assembly. Children's names are printed on the school's weekly newsletter
- ❖ Drawing the child's behaviour to the attention of another adult or the rest of the class
- ❖ A trip to a member of SLT for sharing of good work which could result in a special sticker or stamp

## **Bullying**

**The academy has a separate Anti-bullying Policy.**

## **Children at Risk of Exclusion**

Exclusion will only be considered in the most extreme circumstances. There are strict procedures, set down by UoBAT and supported by the Local Board which must be adhered to if exclusion is being considered. These procedures are available from the UoBAT website.

A very few children in our school may be at risk of exclusion at any one time. Fixed term exclusions are given for serious incidents as defined in the 'Red Card' section of this policy and/or repeated breaches of the Behaviour Policy. As is the case with Red Cards, each incident is investigated by the Senior Management Team before a decision is made and the Chair of the Local Board is informed as well as the parent. Fixed term exclusions are applied in line with DFE guidance.

## **Permanent Exclusion**

We are mindful of the DFE statutory guidance that permanent exclusion should only occur 'in response to a serious breach, or persistent breaches, of the school's behaviour policy' and 'where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'. An example of a 'serious breach' could consist of threats of or actual physical aggression towards peers or adults. An example of a 'persistent breach' could be where a pupil's behaviour in class constantly disrupts teaching and learning despite the support put in place by school. Each incident, as for Red Cards and fixed term exclusions, is investigated by the Senior Management Team before a decision is made. Permanent exclusion is only ever used as a last resort.

### **Use of Reasonable Force**

- Reasonable force should only be used in extreme situations e.g. to separate pupils found fighting or to prevent a pupil attacking a member of staff or another child.
- We follow the guidance provided by the DFE ('Use of reasonable Force: Advice for Headteachers, staff and governing bodies', 2011)
- All members of staff have a legal power to use reasonable force to control or restrain pupils (reasonable meaning no more than is needed).
- The decision to do so is down to the professional judgement of individual staff members.
- Other ways of de-escalating a situation should always be tried before using force e.g. giving instructions, issuing sanctions, using eye contact / body language, calling a senior member of staff.
- Staff should always try to avoid acting in a way that might cause injury.
- It is good practice to inform parents about serious incidents involving the use of force – this will be via the Red Card system.
- Staff who have followed our procedures when using reasonable force will be supported by senior management and the local board.
- We encourage all staff to have positive physical contact with children e.g. holding hands, comforting a distressed pupil, praising a child, demonstrating music or PE techniques or to give First Aid.

### **Searching and Confiscation**

- In line with DFE guidance ('Screening, Searching and Confiscation', 2012) we reserve the right to search children if we think they have brought in a prohibited item (knives and other weapons) or may use an item to hurt others or are in possession of stolen property.
- We would always try to do so with the child's consent and in discussion with the parent or carer
- Only the Principal or a member of staff authorised by the Principal can search a child
- We also reserve the right to confiscate any of the above items or any other items which undermine school discipline

This policy should be read in conjunction with the Safeguarding Policy and Anti-bullying Policy