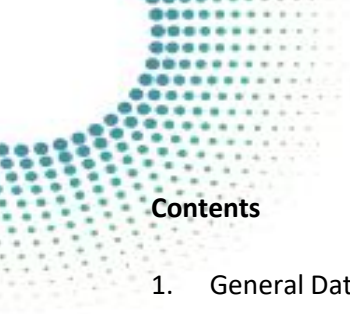


Behaviour Policy

Adopted by the Board of Trustees

Date: 4th Feb 2020

Trustee Reviewers: Julie Horton and Amanda Robinson



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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Objectives

The Bramble Academy aim to provide a safe, caring and friendly environment for all our pupils to allow them learn effectively, improve their life chances and help them maximise their potential.

We believe that respect, good manners and positive behaviour are important in creating a happy and caring environment. We aim to promote making positive choices for all pupils and to help pupils develop the necessary skills to understand and manage their choices appropriately.

We also believe that for some pupils the fundamentals of positive behaviour may have to be explicitly taught all the way through the key stages. We **demand excellence** from ourselves, our pupils and our families to make sure the young people we serve achieve an ambitious future.

This policy must be read in conjunction with the Child Protection/Safeguarding Policy, the Physical Intervention Policy, the Search and Confiscation Policy, the Drugs, Alcohol and Substance Misuse Policy and the Exclusion Policy.

3. Our Expectations

We 'Demand Excellence' in all aspects from our staff and pupils. We believe that it is vitally important that everyone at the academy demonstrates and lives out our Core Values on a daily basis in all that they do:

- Ambition: Learn, improve and succeed
- Integrity: Be the best version of ourselves
- Inclusivity: Leave no one behind
- Endeavour: Commitment, effort and dedication
- Resilience: Turn 'I can't into I can'

The School Environment

We know that the way a school is organised can impact upon behaviour. We are proud we have created well-organised, attractive and stimulating learning environments and have invested in resources for our play spaces to make sure that time is spent constructively. We have high expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and pupils alike to maintain our pleasant school by looking after the resources and displays.

Pupils are expected to take an active part in this by:

- a) clearing up after activities by returning resources to the correct place;
- b) cleaning brushes, paints, pots and keeping the sink areas clean;
- c) ensuring pencils and pens are returned to containers;
- d) putting tops on felt tip pens, glue sticks etc;
- e) regularly tidying and sorting out trays, construction containers, book corners etc;
- f) treating measuring instruments, such as rulers and compasses, properly;
- g) leaving shared areas e.g. ICT room, library, ready for the next class.

Lining Up

When lining up pupils are expected to follow the 3 simple prompts below-

- Quickly
- Straight line
- Silence

Walking around school

When walking around school pupils are expected to follow the 3 simple prompts below-

- Walk on the left
- Calm
- Silence

Assemblies/Shout Outs

When in assemblies/shout outs pupils are expected to follow the 3 simple prompts below-

- Stand/sit in silence
- Focus
- Take part

4. Rewards

We believe that ALL children are motivated to learn by praise, reward and celebration of achievement. Pupils should always be commended for good behaviour. Staff should recognise pupils' special achievements and share such information.

Regular Strategies

Positive Recognition Boards

Staff will recognise positive behaviour on a regular basis within lessons where pupils act in line with our core values and do something really well. Where this happens, staff will write pupils names on the boards as a way of praising and showcasing the positive aspects they have shown.

Shout Outs

There is a daily opportunity for both staff and pupils to give 'Shout Outs' to each other to recognise behaviour in line with our core values.

Star of the week/Headteacher Awards

These are given out weekly to pupils who have done some amazing work. These are normally nominated by a member of staff (at least 1 per year group) and pupils get invited to a 'Hot Chocolate Friday' with the Executive Principal where they share and discuss their work while receiving a badge and certificate.

Pen Licences

These are given out as a certificate and a pen for pupils who have achieved the required standard to be able to write in pen.

Certificates and Badges

Other certificates and badges are used as appropriate to motivate pupils linked to specific themes.

5. A Restorative Approach

We understand that at times, inappropriate behaviour will occur and this needs to be dealt with appropriately. The Academy applies aspects of restorative approach to managing behaviour where appropriate. This approach relies on positive relationships and a willingness for all members of our Academy to talk through problems that may arise.

Restorative practices are about:

- Changing behaviour, not punishing
- Adults modelling restorative approaches
- Proactively teaching prosocial skills
- Finding ways to repair harm; traditionally academic and behaviour errors have been viewed and treated differently

Put simply, under a restorative practices approach, challenging behaviour should be viewed as a mistake in the same way as a mistake in a piece of work. Pupils are supported to put them right and behaviour is modified.

Staff can use 6 key questions to support conversations following an incident:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been effected by what you did?
- In what way have they been effected?
- What do you think needs to happen next?

6. Sanctions/Action

There are times when sanctions need to be applied to a pupil as other strategies may not be enough and, depending on the situation, it may be necessary to deal with behavioural difficulties by:

- Giving effective reminders of appropriate behaviour.
- Removal of free time/privileges.
- Contacting parents to discuss ways of helping the child to improve his/her behaviour.
- Isolation from a lesson or a series of lessons.
- Use an internal exclusion/fixed term exclusion/permanent exclusion (please see our Exclusions Policy).
- In exceptional circumstances, where a child is demonstrating behaviour that presents as either a risk to themselves or others, reasonable force may be used (please see our Physical Intervention Policy).
- Any child who is found to have made malicious allegations against a member of school staff, will be

dealt with in line with the appropriate recognised policy and in full partnership with parents.

7. Recording and reporting incidents

Incidents will be recorded on SIMS by the adult who is the first point of contact during the incident. Where appropriate, incidents will be referred to SLT and parents will be informed with information around the incident and the restorative work that has, or will, take place.

8. Post incident support

All those involved in an incident will be provide with support after the incident. The restorative approach will help the pupil to learn from the incident and give them the tools to deal with similar situations in the future, any staff involved will be offered appropriate support where necessary.