Djanogly Strelley Academy
Behaviour & Wellbeing Policy 2023-27

Our Vision & Aims

Our vision is:

Be the best you can be

Our vision is for everyone in our community: children, staff, governors and parents to be the best they can be.

We do this by:

Believing in ourselves and striving to improve

Valuing our education

Taking risks and learning from our mistakes

Accepting that we are all unique

Respecting different opinions - disagree respectfully

We are all proud to be part of our DSA family; part of an important community where home and school work together

Our learning behaviours

At DSA children are expected to:

- **Be ready** – give 100% attention to the adults teaching and listen carefully, sit still on your chair/on the carpet, follow the instructions given, do your best with tasks given, learn from mistakes.
- **Be respectful** – say please and thank-you, hold doors open for adults, talk nicely to other, say good morning/afternoon, share items in the classroom and on the playground, face and listen to the person who is speaking.
- **Be safe** – keep your hands and feet to yourself, tell an adult if something doesn't feel right, say sorry if you make a mistake or hurt someone, keep your workspace in the classroom tidy, look after school property – in school and at home.

Introduction

It is vital that this behaviour policy is clear, that is it is well understood by all staff, parents and children, and that it is consistently applied. In developing this policy consideration has been given to all aspects of academy life and all stakeholders have been consulted as appropriate.

At Djanogly Strelley Academy we actively encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and between staff and children. All children are encouraged to be independent and to make positive decisions regarding their own conduct and behaviour. We have put in place a range of options and rewards to reinforce and praise good behaviour and positive choices, balanced by clear sanctions for those who do not comply with our rules and ethos. It is our intention that these are proportionate and fair responses that may vary according to the age of the children and any other special circumstances which may affect an individual child.

Aims of this Policy

- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure that all children engage well with opportunities to learn and thereby make good progress.
- Ensure that rewards and sanctions are always applied consistently across the whole academy, in lessons and outside of lessons.
- Involve parents as partners in ensuring children become good citizens.

Social, emotional and mental health (SEMH) needs.

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal Framework

The law allows teachers and all staff, as authorised by the Head/Governors, to discipline children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher/staff member can impose a sanction on that child.

This must satisfy the following three conditions:

1. The decision must be made by a paid member of academy staff as authorised by the Head.
2. The decision must be made on the academy premises or while the child is under the charge of the member of staff (ie off-site visits)
3. The decision must be reasonable in all circumstances, taking in to account the age and any individual needs the child might have.

Responsibilities

Governors:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Ensure that there is an effective anti-bullying strategy drawn up and implemented
- Ensure that the policy is publicised to all stakeholders and is available via the academy website
- Ensure that policy and practice is reviewed regularly

Head:

- Ensure that there is a strong behaviour policy in place to support staff in managing behaviour
- Determine the academy rules, including rewards and sanctions
- Authorise non-teaching staff to actively uphold the academy rules, using rewards and sanctions as laid out in this policy
- Ensure that this policy and related practice links closely with the academy's Child Protection & Safeguarding Policy to ensure that all children are protected from harm

Senior Leadership & Management:

- Support the Head in ensuring that there is a strong behaviour policy in place
- Ensure that the behaviour policy is upheld and applied consistently by all staff
- Support all staff in managing behaviour throughout the academy

Learning Mentor:

- Support all staff in managing behaviour throughout the academy
- Creating tailored support programs for individuals
- Work with children who are in danger of being excluded, breaking down barriers to learning and building confidence.

Teachers:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Communicate effectively with parents/carers where there are concerns regarding their child's behaviour

All Staff:

- Have a professional duty to promote positive behaviour, protect children's wellbeing and develop their independence and emotional resilience
- Always follow the academy behaviour policy fairly and consistently
- Log behaviours in line with school policy and procedure (using Arbor)
- Have authority from the Head to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction

Organisation

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

The Behaviour Curriculum is taught explicitly in the first week of every school year, at the beginning of each term and through the teaching of expected and unexpected behaviours in our class assemblies and PHSE lessons.

Positive reinforcement is used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. Routines will be used to teach and reinforce the expected behaviours of all pupils. All staff will model these behaviours and ensure children have time to practise them.

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Rewards

All staff use non–verbal rewards such as smiles and thumbs up **FREQUENTLY**. Verbal praise is used **EXTENSIVELY**.

Children receive tangible rewards in the form of dojos that they can collect daily. They will receive them for; good work, courtesy, care, consideration, hard work and effort. Lunchtime stickers and dojos can also be rewarded.

During our weekly Achievement Assembly, positive contributions from pupils are recognised. Staff will also seek to publicise and praise specific achievements that children have made in out of school

activities as well as good attendance and reading engagement. There is also a reward for the class who have earned the most dojos.

Key Stage teams choose behaviours to focus on through analysis of behaviour logs and records. These threads are reviewed regularly to reflect the behaviours that the class / key stage want to focus on e.g. sitting on chair sensibly, eyes on speaker. Language will be phase specific. Agreed behaviours will be for both positive and negative.

Each week – the Dojo class totals are shared in Friday's celebration assembly. A running total is kept on display per half term. The winning class for the half term choose a reward: class vote – non-uniform day, extra playtime, hot chocolate and games afternoon etc.

A 'Treasure shop' runs regularly for each phase where children can spend their points (or save for big prizes if want!).

Consequences
We expect children to follow the behaviour rules and policy. There will be times when children do not meet our high expectations of behaviour.

Adults will identify early, these pupils and allow them time to reflect in a safe space, within the classroom or with support in a safe space. Every attempt should be made by a trusted adult to de-escalate behaviour and enable the pupil to get back on track. The child may need a visual reminder to support this. This time allows pupils to re-focus themselves or be supported to do so.

There may be times when pupils are unable to re-focus. They should be re-directed to the phase leader, or partner class to give time for pupils to regulate, complete their work and have a restorative conversation. This conversation should be held by the adult who initially witnessed the wrong behaviour choices. After the restorative conversation children have a fresh start back in their own class.

Class system:

Verbal warning and **reminder of school rules**.

Time out – calming table in **own class** for reflection time.

Take off dojo and **reminder of expectation**. *Children are encouraged to make it up / earn back the dojo where possible.*

Time out in another class.
Contact made by class teacher with parent to communicate behaviour choices.

Time out with learning mentor
Contact made by learning phase leader with parent and report to pastorale lead.

If the above happens three times, then a meeting is arranged with parents and child, class teacher and SLT to discuss behaviours, agree targets and agree a review date.

In EYFS and specialist provision, the principles remain the same but how this is implemented is tailored in recognition of the children's age and in response to the children's individual needs.

Serious breaches of the behaviour policy

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pastoral lead / learning mentor investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the pastoral lead / learning mentor deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- The pupil is sent to a member of SLT
- The pastoral lead / SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

- The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

Serious breaches of the behaviour policy include, but are not limited to

- Swearing directly at adults or children
- Violence towards adults or children
- Making themselves or others very unsafe
- Children leaving the classroom or school grounds without permission
- Complete disruption to class or school
- Damaging school property
- Bullying of any kind & fighting
- Racist or homophobic comments

Lunchtime & Playtime consequences

The same rules apply at lunchtime and playtime as at any other time of the day, both inside and outside the building. Rewards in terms of praise and stickers are used at playtime and lunchtimes. Sanctions operate as follows;

- Ready, Respectful, Safe
- A verbal reminder / warning
- Serious offence or rudeness - sent to member of senior leadership/management team on duty

Lunch time provision is used to support children who find the long unstructured lunch period challenging. Children are supported with activities to develop social skills and anger management. If required, lunch club is available as part of an individual support programme.

Behaviour Off-Site

All children on off-site educational or residential visits are expected to maintain high standards of behaviour and follow school rules. Where senior staff deem the actions of an individual child may put the health and welfare of others at risk they may take the decision to withdraw the opportunity to go on an off-site visit.

The academy will take the behaviour of individual children in the community, out of academy hours, into consideration if it is deemed a risk to the safety and welfare of the academy community. Any such incidences reported to staff will be dealt with by senior leadership team at their discretion. If deemed necessary, outside agencies may become involved such as social services, police, Youth Offending Team, etc.

Relationships and wellbeing

All staff at Strelley know and understand that children learn best when they feel safe and happy. Relationships are key to this work. Class teachers are the first port of call for all pupils' behaviour and wellbeing. They and other adults school will re-enforce and model the behaviour curriculum in all aspects of the day. This is key for a consistent approach.

Our trained Emotional Literacy Support Assistants support children whose academic achievement is restricted by their ability to cope emotionally with aspects of whole class teaching. Selected children are identified who will benefit from this provision. They are baseline assessed (using specific assessment criteria) and benefit from regular support for a defined period of time.
Nurture provision supports groups of children in an appropriate learning environment. Pupils are supported with their emotion and behavioural needs using personalised Boxall Profiling.

Behaviour and learning mentors support pupils across school. This is targeted support for individual pupils and is often, but not exclusively identified on Individual Learning Plans.

School Council meet regularly to discuss relevant issues and to give all children a voice. They are elected by formal election every year with representatives from all classes from Y2 upwards.

Child Protection and Safeguarding is a priority for everyone – See Child Protection & Safeguarding Policy.

Anti-Bullying Strategy

Bullying is defined as behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups or by actual or perceived differences between individual children. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, following the wider use of available technology. The wider search powers included in the Education Act 2011 give the academy stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

It is our aim to create an environment of good behaviour, tolerance and mutual respect that prevents bullying from being a serious problem in the first place. However, we do acknowledge that instances of bullying can occur between children will always listen to concerns from children or their parents. There is no single solution to bullying which will suit all parties and all incidences so we will listen, respond and deal with each concern/issue as it arises.

Our strategy will follow our process:

- **Prevention** – we promote tolerance, understanding and mutual respect throughout our curriculum, focussed particularly through our Social and Emotional Aspects of Learning

programme. Children are encouraged to consider the impact of their own actions on others and take responsibility for those actions. Whole academy events and assemblies also promote these values.

- **Intervention** – we listen to concerns from children and/or parents and investigate each issue appropriately. If deemed necessary and appropriate by staff we apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. We consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator and will provide support as well as sanctions as required.
- **Review** – We will continue to monitor any identified incidents in order to ensure that there is no repeat.
- **Communication** - we involve parents/carers to ensure that they are clear that the academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that we treat the safety and wellbeing of their child as a priority.
- **Wider Community** - Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to staff, it will be investigated and acted on as appropriate. We may also consider whether it is appropriate to notify the police.

The Parent – Teacher Partnership

At Strelley we believe that a successful partnership between the academy, the child and their parents/carer is essential. Class teachers will take the lead role in communicating with parents/carers where the academy has concerns around their child's behaviour. We will actively encourage all parents/carers to engage with us and work in partnership to improve behaviour and outcomes for their children. All staff at the academy will respect the relationship with parents/carers and strive to ensure this is a positive relationship which supports their child's achievements.

We communicate pupils' achievements, including behaviour

Where parents do not engage positively the senior leadership team may have to take a decision as to whether the parent/carer in question should be asked not to come on to the academy premises. In extreme cases senior leadership team reserve the right to ban parents/carers from the premises and seek support from the police.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Confiscation & Searching

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents after discussion with senior leaders.

Searches will only be carried out by two members of staff, known to the child under the authorisation of the SLT. Parents would be informed before a search is conducted and invited to be present, where possible.

- Subject to the exception below, the authorised members of staff carrying out the search will be of the same sex as the pupil.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- The authorised member of staff can use reasonable force to search for any prohibited items, harmful to themselves or others.
- An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.
- 'Outer clothing' includes:
- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Informing the designated safeguarding lead and SLT
The staff members who carried out the search should inform the DSL or SLT without delay:
Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
If they believe that a search has revealed a safeguarding risk

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed.

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.