

# Rook's Nest Academy

## Policy for Behaviour & Discipline



**The three basic rules of our Academy are:  
Respect, Believe, Achieve.**

### **Our Ethos**

At Rook's Nest Academy we believe that our pupils deserve to learn within a rich, inclusive and stimulating environment which has high expectations for all. We work together to challenge, motivate and inspire our scholars to become independent, enthusiastic and resilient. The community of Rook's Nest Academy endeavours to foster respect, belief and achievement, where children will ultimately leave our care with a genuine love of learning.

We are a caring community. We make sure every member feels valued and respected, and that each individual is treated fairly. Our Behaviour and Discipline policy is based on respect, and is designed to support the way in which all members of the school can live and work in a supportive way.

### **Safeguarding**

Rook's Nest Academy is committed to promoting and safeguarding the welfare of our children. We have a duty of care which includes safeguarding children from the effects of another pupil's misbehaviour / bullying.

### **The Positive Ethos in the Academy**

We strive to ensure that the 'atmosphere' in the academy is always positive. We know by creating caring relationships and developing opportunities for children to become role models for others, we will instil a sense of whole school responsibility.

Our positive behaviour policy is very much about caring relationships and rewarding good work, manners and behaviour. We all work best in a happy, safe and secure atmosphere where everyone understands what they need to achieve.

This policy supports the Academy's wider community. We work very much as a partnership along with children, parents and the local community.

## Early Years Foundation Stage

In EYFS we promote positive behaviour through the use of our 'smiley face chart'. All children start each day with their photo on GREEN smiley face because *it's good to be green*. Children aim to make good choices throughout the day and move up to the GOLD smiley face because *it's great to be gold*.

However, if children make the wrong choices they move down onto yellow sad face and then again onto red sad face. If on red face, then time out is expected. – 1 minute per year of age approx.

Children on red or yellow have to prove that they are worthy of moving back up to green before end of the day by making good choices. All children on Gold face at end of the day get a sticker on their sticker chart.

## Key Stage One and Key Stage 2

The emphasis is very much on rewarding positive behaviour, setting good examples and providing role models for children to aspire to.

Our children take on the roles of Team Captains, Class Buddy, Class & School Council representatives, Playground Defenders, School Librarians and all children are members of their colour team. The children are very much involved with the day to day smooth running of school; they take pride in these positions and reaffirm the positive environment at Rook's Nest Academy.

Positive Behaviour Strategies include:

- Praise pupils who demonstrate examples of positive behaviour – examples of exceptionally good behaviour can be given a kindness leaf which will be read out in assembly and hung on the kindness tree.
- All staff to provide 'Team Points' which work towards an end of term treat for the winning colour team. Children will also receive team point tokens which can be exchanged for rewards in the Team Point Shop at the end of each term.
- Each week children are selected to have their names written in the Academy Achievement Book for examples of good work and scholarly conduct. These will be read out in a weekly Achievements Assembly attended by parents and Scholar of the Week certificates will be presented.
- Each class to choose a child to receive a 'Headteacher's Award' .Children presented with the certificate will be asked to attend the Headteacher's tea party on Friday afternoons.
- Each term KS2 & KS1 will invite parents to either class assemblies or for enrichment sessions.
- Prominent displays will showcase examples of pupil work.
- Good work will be sent for the Headteacher to see.
- Yearly Headteacher's commendation and attendance assemblies for both KS1 & KS2.

## Behaviour Management

All children are taught about the importance of complying with the Academy rules which are as follows:

- **Respect**
- **Believe**
- **Achieve**

Children will start each session on green. The Academy belief is that all children are allowed to make mistakes however these are learning opportunities and children must therefore improve on any negative behaviour's exhibited. After every session a child will go back to green. This gives them a fresh start and allows staff to track any patterns in behaviour.

An initial infringement of rules will be given a warning of standards of expectation and how their behaviours are negatively impacting on others. A repeat of behaviours will receive a visual indication that those behaviours must now cease or further consequences will be given by the movement of the child's name/photo moving to amber.

If a child is not complying with the Academy rules, once on amber, the response will be a conversation with a member or members of the Academy staff in the form of a serious reminder about appropriate behaviour and expectations. This non-compliance will result in a child's photo/name being moved to red for that session.

Sanctions include measures designed to ensure that the pupil makes some form of appropriate reparations for his or her misbehaviour based on the principals of restorative justice (discussion with those their behaviour has effect, apologising for harm/detriment they have caused or rectifying a situation if it has been lack of work or damage etc.). In some cases Team points will be deducted from an individual. Incidents of poor/disruptive behaviour will be logged on the Academy Integris System.

Should the situation continue the pupil will be addressed by their Phase Leader before finally being spoken to by the Headteacher. Parents will be informed of repetitive inappropriate behaviour.

The Phase leader will make a decision as to following steps in action which may include contact with parents, behaviour records or directing to the attention of the Learning Mentor for specific work.

Children who have difficulty making appropriate behaviour choices may be supported by the Learning Mentor which could involve the use of an Individual Behaviour Plan. Serious incidents where children have been positively handled and/or separated are to be recorded on the Integris system. Other incidents (including Child Protection concerns) are recorded by the Learning mentor & SEND Manager. Individual Class teachers may keep a record of behaviour where appropriate.

This Academy has a **Zero tolerance** of:

- Serious physical or verbal abuse of children or adults – including proven racial or homophobic abuse.
- Deliberate and dangerous actions.

These will be dealt with by the Senior Leadership Team, will involve parents and may lead to exclusions from the Academy

### **The Role of the Learning Mentor (& Pastoral Team).**

The Learning Mentor advocates positive behaviour strategies both discretely and directly throughout the Academy. Her role in school allows easy access for children, parents and staff to air worries and concerns. The Learning Mentor is Line Manager for the Lunchtime Supervision staff. Incidents of poor behaviour at lunchtime will be passed on to the Learning Mentor who may make a record on Integris.

### **The Role of Lunchtime supervisors**

- To consistently apply the Academy Behaviour Policy.
- To encourage good behaviour through a positive attitude towards all children using stickers and golden tickets (which result in a dip in the Headteacher's treat box).
- To log instances of poor behaviour in a book which will be shared with, and returned to, the Learning Mentor daily. When needed behaviour to be reported directly to members of teaching staff as well.

- To use a range of strategies to help children reflect on instances of inappropriate behaviour. This year to further enhance the role of Team captain – children who lose points for their colour team will have to inform their team captains and explain how they will ensure how they will work to replace these deducted points.

### **The role of parents**

We recognise at the Academy that we are a powerful influence on the behaviour of children, but we also recognise that we must work in partnership with the home. Parents are encouraged to support and reinforce the Academy's ethos of respect. We work very hard to promote caring relationships between all individuals concerned with the Academy. We have recently introduced a home school agreement to Foundation Stage parents.

In order to maintain our high standards, it is expected that Parents will adhere to school policy and expectation. There are rare occasions where parents continually disregard school policy in areas such as their children's behaviour, bullying or non-compliance to uniform expectations. On these such occasions it would be unfair to punish the child, therefore the Academy will impose sanctions (such as exclusion from the school premises) on the parents.

Parents who wish their children to be part of our academy, must therefore fully adhere to our carefully considered rules, expectations and policies. Those who feel unable to comply may feel alternative provision for their children is more appropriate.

### **The Role of the Governing Body**

The Governors play a key role in influencing the ethos of the Academy. This influence carries with it a responsibility to support the Headteacher and staff who are maintaining high standards of discipline. The Governing Body is responsible for reviewing the effectiveness of the behaviour and discipline policy.

### **Handling of Children**

Under section four of the Education Act 1997 and the additional section 5550A of the Education Act 1996 the clarification of the use of 'reasonable force' to restrain pupils within the Academy is outlined.

Positive handling techniques will be used if a child is deemed to be:

- A danger to self
- A danger to others
- A continuous disruption to whole class learning.

All academy staff are covered under these acts and can legally use 'reasonable' physical force in the circumstances outlined.

Additionally a number of Academy staff have been trained in 'Team Teach' – techniques used for the safe restraining of children.

### **Bullying**

Bullying is always wrong - it damages individual children. Therefore, we at Rook's Nest do all we can to prevent it. The ethos of the school regards all incidents of bullying as unacceptable. At Rook's Nest we aim to produce a safe and secure environment where all can learn without anxiety. We aim to make the whole school community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **Cyber Bullying**

Bullying and abuse through social media is an increasing problem in all areas of society. It is our aim to teach children how to make the right choices of how to deal with and what to do if cyber bullying becomes a problem. PHSE & ICT programmes of study cover cyberbullying alongside whole school assemblies. West Yorkshire Police are also proactive in the school delivering cyber bullying and knife crime assemblies.

*Rook's Nest Academy has a separate Bullying Policy.*

## **Racial Harassment**

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated. All proven incidents of racial harassment must be reported to the Headteacher, and logged. As with bullying, racial harassment will be discussed during PHSE/SEAL and whole school assemblies.

(Incidents of racial harassment are as a matter of procedure reported to the Governing Body – in addition incidents will be reported to the DFE in accordance with Government Policy).

*The Academy has a separate Race and Equality policy*

## **Covid 19 amendments**

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to pupils, parents and staff.

### *Behaviour Expectations:*

amended expectations about breaks or play times, including where children may or may not play  
clear rules about coughing or spitting at or towards any other person – this could lead to exclusion at the discretion of the Head Teacher  
rewards and sanction system where appropriate if changed from main body of policy  
clear rules for pupils at home about conduct in relation to remote education

### *School Routines and Procedures:*

following any altered routines for arrival or departure  
following instructions on who pupils can socialise with at school  
moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)  
rules about sharing any equipment or other items including drinking bottles  
use of toilets

### *Hygiene and Health Expectations:*

following school instructions on hygiene, such as hand washing and sanitising  
high expectations about sneezing, coughing, tissues and disposal (re-enforce 'catch it, bin it, kill it')  
and avoiding touching your mouth, nose and eyes with hands  
tell an adult if you are experiencing symptoms of coronavirus

### *Mental Health and Emotional Support:*

Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus  
Additional support that pupils can access above and beyond classroom provision if required – use of Pastoral Support Team.

### **Monitoring and Review**

The Policy has been written in agreement with Staff and Pupils, Parent Representatives and a member of the Governing Body. The Policy will be updated annually.

Date: October 2020

Review Date: October 2021