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 everyone 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.

The aims of the Academy

Commencing academic year 2024 the Academy has reflected on our collective approach to behaviour and staff views on policy and actions. As a result the Academy focus is on behaviour and on embedding the whole school system "**relate to educate**." With staff, parents and children having a collective understanding that "behaviour is all of our business" and is a model for us all to work together.

"All behaviours are understood to be communicative of an individual's needs. A curious approach to understanding behaviour is essential. Needs must be understood and met in a compassionate and informed way, rather than seeking to manage and contain behaviours alone." Created by Wakefield Educational Psychology Service August 2023

The recommendations are appropriate that all staff in the Academy have high expectations of behaviour and outcomes with **all** children being able to learn in a safe environment and achieve their full potential.

Good practice in the Academy focuses on the relational approach covering the 3 key areas

Developing Relationships Responding and Calming Repairing and Restoring

Early Years Foundation Stage

In EYFS children who make good choices are praised regularly by all staff.
At times of difficulty restorative practice techniques are used across the academy, discussing the behaviour or recognising the triggers for behaviour and providing support to then repair and restore. On occasion, it will be necessary to provide 'time out' for individual children who struggle with their behaviour choices. This can take the form of spending time in a different part of the Early Years Unit or in some cases spending time with the Pastoral team in their office

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 and Librarians. To help support children in making the correct decisions about their behaviour the Academy often gives specific jobs/roles to children which will help build their self-esteem. 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.
- Use of 'Positive' jars in which pupils will work as a class to earn objects to be place in a jar. At the end of the week if a required number has been reached the children will earn a reward ie Golden Time, extra playtime etc
- Celebration assemblies will be held bi-weekly for each phase. A child will be chosen from each class as 'Scholar of the week.' The child's parents will be asked to attend the celebration assembly through a text.
- Allocation of specific roles/jobs
- Prominent displays will showcase examples of pupil work. Good work will be sent for the Headteacher to see.
- Yearly Headteacher's commendation 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

The Academy belief is that all children are allowed to make mistakes however these are learning opportunities and children must therefore with support improve, repair and restore on any negative behaviours exhibited. Each session is 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.
If a child is not complying with the Academy rules, the response will be a conversation with first the class teacher then the following; Phase Lead - Behaviour Lead - a member of SLT/Headteacher for a serious reminder about appropriate behaviour and expectations. This may be recorded on CPOMs and followed by a phone call home.

Low-Level Behaviour & Classroom Consequences

- **Examples**: Calling out, minor interruptions, ignoring routine instructions, or rough play.
- **Immediate Actions**:
  - Verbal reminders and re-teaching school rules.
  - Tactical ignoring or class-level visual tracking systems.
  - Restorative reflection time with the class teacher to identify triggers (feelings, sensory needs, or peer dynamics).
- **Escalation**:
  - Repeated low-level disruption triggers parent contact via Arbour. After three contacts parents will be invited in for meeting with class teacher.
  - Continued low-level disruption triggers involvement with Behaviour Lead

Higher-Level Behaviour & Formal Sanctions

- **Examples**: Child-on-child abuse, targeted bullying, physical aggression, property damage, or refusal of safety directions.
- **Formal Consequences**:
  1. Loss of privileges (e.g., golden time, play-time segregation/supervised reflection).
  2. Formal Individual Behaviour Plans and/or Pastoral Team support.
  3. Behaviour Lead/ SLT involvement and formal parental meetings.

Consequences for negative behaviours can include:

- Work to be completed in a child's own time in the case of work refusal
- Removal of privileges/breaks
- Removal from areas if causing a disruption to others learning
- Request for adults to come to the Academy to support staff where the situation is untenable. If parents are contacted due to their child's inappropriate behaviours it may be necessary for them to work in an alternative provision within school on the following day (depending on the nature of the incident)
- Adoption of positive management strategies (mindfulness techniques, thrive, Elsa etc)
- Creation of individual plans
- Positive handling
- Suspension

Also refer to 'Level of Consequences' at the end of the policy.

Children who have difficulty making appropriate behaviour choices may be supported by our Pastoral Team which could involve the use of an Individual Behaviour Plan. Serious incidents where children have been positively handled will be recorded on a Positive Handling Form. Other incidents (including Child Protection concerns) are recorded by the Inclusion Team. Individual Class teachers may keep a record of behaviour where appropriate.

Some children will need to have slightly amended approaches to the plan due to individual needs – these will be discussed with parents and shared with staff.

In accordance with our visits policy: we reserve the right to exclude any pupils from taking part in a school visit: whose behaviour has continually proved to be unreliable within school and is therefore considered to be a safeguarding danger to themselves or others in the group.

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 suspension from the Academy *(Rooks Nest has a separate Exclusions Policy).*

Children with Special Educational Needs (SEND)

Recognising the impact of SEND on behaviour The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

• Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
• Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
• If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, any likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:
• Whether the pupil was unable to understand the rule or instruction?
• Whether the pupil was unable to act differently at the time as a result of their SEND?
• Whether the pupil is likely to behave aggressively due to their particular SEND?

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP

The Role of the Pastoral Team.
The Pastoral Team advocates positive behaviour strategies both discretely and directly throughout the Academy. These high roles in school allows easy access for children, parents, and staff to air their worries and concerns.

Incidents of poor behaviour at lunchtime will be passed on to the Pastoral Team and shared with Behaviour Lead.

The Role of Lunchtime supervisors

- To consistently apply the Academy Behaviour Policy.
- To encourage good behaviour through a positive attitude towards all children.
- To log instances of poor behaviour in a book which will be shared with, and returned to, the Pastoral Team. When needed behaviour to be reported directly to members of teaching staff as well. A copy of any instances in the book to be given to Behaviour Lead.
- To use a range of strategies to help children reflect on instances of inappropriate behaviour.

The Lunchtime supervisors focus is 'Vigilance and fidelity." They have a zero tolerance of -fighting, play fighting, swearing, lack of respect as well as infringements of protected groups (If proven understanding and the intention is to harm/offend.)
Any of these will result in a zero tolerance being given. Children will be removed from the playground and their misdemeanour explained. Further consequences may also be necessary.

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. Foundation Stage parents are asked to sign our home school agreement in their child's first term.

To maintain our high standards, it is expected that Parents will adhere to school policy and expectation. There are rare occasion 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 polices. 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

The principal legislation to which this guidance relates are:

• the Education and Inspections Act 2006, especially sections 93 and 93A

• the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

• the Health and Safety at Work etc. Act 1974 and associated regulations

• the Human Rights Act 1998 • the Equality Act 2010

The clarification of the use of 'reasonable force' to restrain pupils within the Academy is outlined.

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff member(s) involved and they will endeavour to do this no later than the same day.

ACES (Adverse Childhood Experiences)

The academy recognises that a number of children may have diagnosed or undiagnosed **trauma** relating to adverse childhood experiences. Many of these children find it difficult to manage their own emotions and behaviour. Although the behaviour policy will still apply to these children, Support, interventions, and therapy can be provided by the Pastoral team in school and outside agencies such as Future in Minds & CAMHS.

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.

Rook's Nest Academy has a separate Bullying Policy.

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, RHSE & ICT programmes of study cover cyberbullying

alongside whole school assemblies. West Yorkshire Police are also proactive in the school regularly delivering assemblies and providing the Academy with POLED (a crime awareness and citizenship scheme of work).
(Rook's Nest Academy has a separate Bullying Policy and E Safety policy).

Use of Mobile Phones and social media

Children are not permitted mobile phones on academy premises, unless they have a mobile phone contract.

Many children, especially as they move into KS2 own mobile phones and use social media platforms. This has a potential to lead to problems including bullying and SVSH safeguarding concerns (see safeguarding policy). Through PHSE, assemblies and class discussions children will receive instruction on online safety as well as using such platforms respectfully and responsibly.

There are occasions when mobile phones and social media will be used in a negative way by pupils, which can lead to harm and embarrassment to other pupils. Although this often happens out of school hours, the academy will investigate. Parents will be informed and if required external agencies (including the police) will be contacted.

Parents must apply to the Academy to request permission for a child to bring a mobile phone into school. If this is not granted and a child is found to be in possession of a phone this will be confiscated and can only be collected by an adult. If a child is permitted to bring in a phone parents are responsible for ensuring agreements are being followed. This must be handed into a staff member before school and returned at the end of the day. Phones must be switched off on school premises.

Children must not use or keep mobile phones on their person whilst in the academy.

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/RSHE 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

Mental Health and Emotional Support:

Mental health for all children is supported by the PHSE RHSE Curriculum: social stories, circle time, class discussion, games and a collective focus
Additional small group or one to one support can be provided by the pastoral team or in some cases by outside agencies.

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.

Levels of Consequences

1

Chatting to others
Off task
Fiddling, tapping, making noises eg whistling, singing
Swinging on chair
Not following instructions

2

Wandering around
Name calling or insults
Inappropriate teasing, banter
Taking others belongings
Disrespectful body language eg rolling eyes, shrugging
Refusal
Distracting others eg repeated level 1 behaviours
Talking back disrespectfully Talking over other people

3

Repeated inappropriate/disrespectful teasing, banter, jokes
Homophobia Racism Bulling Sexual misconduct
Physical aggression/assault eg hurting, use of missiles, fighting, jostling
Threatening/intimidation Offensive language or gesture including swearing
Inappropriate online/phone behaviour
Persistent disruptive behaviour Verbal abuse Defiance (direct refusal)
Carrying an offensive weapon
Play fighting Theft Damage to property including graffiti

Level 2: If any of the behaviours are regularly displayed causing disruption to the learning of others or affecting the well-being of others this will be dealt with as a **Level 3 consequence**

Level 1 – possible consequences – class teacher/Phase Lead

- focus on the positive behaviour of others in the class to encourage those that are displaying the inappropriate behaviour to follow suit.
- Eye contact to remind child/children of appropriate behaviour in a positive way (non-verbal)
- Eye contact and verbal reminder of appropriate behaviour – share what consequence will be if inappropriate behaviour continues.
- Give choices to correct inappropriate behaviour.
- Given time out of class to think about what they have done.
- Move to different place in classroom

Level 2 – possible consequences – Behaviour Lead/SLT

- Given time out of class to think about what they have done.
- Move to different place in classroom
- Work to be completed in child's own time in the case of work refusal
- Removal from area if causing a disruption to others leaning.
- Removal of privileges/breaks (first with Class teacher then SLT)
- Time out in another class – Phase Lead/SLT
- Message parents on Arbour/meet parents (class teacher)

Level 3 – possible consequences – SLT/Headteacher

- Miss part/all of playtime with class teacher (discussion)
- Time out in another class – Phase Lead/SLT
- Message parents on Arbour/phone call to parents
- SLT/Behaviour Lead check in
- SLT/Behaviour Lead meet with parent/s
- Removal of privileges/breaks (with SLT)
- Adoption of positive management strategies (mindfulness, Thrive, ELSA etc)
- Support from Pastoral team
- Temporary/permanent removal of mobile phone contract
- Creation of individual behaviour plan – record on Positive Handling form
- Positive handling
- Involvement of outside agencies
- Internal suspension

Level 4 – extreme cases – Zero Torrance

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

SLT/Behaviour Lead will be involved, parent's meeting/involvement – may lead to suspension.