



**DESMOND  
ANDERSON  
PRIMARY ACADEMY**

# **BEHAVIOUR POLICY**

**This policy was updated in:  
Term 5 2019**

**The policy will next be reviewed in:  
Term 6 2020**

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

**“Creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place.” (Education inspection framework: overview of research, January 2019)**

The Governors and staff of Desmond Anderson Primary Academy accept this principle and seek to create an environment in the academy, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process.

**Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.**

## **Aims**

- We will strive to create a positive climate in which pupil’s self esteem is nurtured and misbehaviour becomes a less attractive way to gain attention.
- All people in the academy will be valued, respected and safe.
- Desmond Anderson Primary Academy is an orderly environment in which effective teaching and learning can take place.
- 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.

## **Standards of Behaviour**

Children bring to the academy a wide variety of behaviour patterns based on differences in home values, attitudes and approaches to parenting. At the academy we must work towards standards of behaviour centred on the basic principles of honesty, respect, consideration and responsibility. This will be underpinned by our Root Values (aspiration, independence, resilience, respect and working together) and the Academy’s Vision.

The adults encountered by the children at the academy have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other; their example has an important influence on the children.

## **Working together to improve behaviour**

We will always try to work with parents. We need parental support and involvement in the implementation of this policy. Good behaviour is the result of a positive partnership between home and academy; the standards set at home and academy should complement each other.

If any child lets his or her standards of behaviour fall, we will inform parents and invite them into the academy for a discussion. It may be that sanctions outside the academy, such as being grounded for an evening or missing a set time of play or television may help to reinforce sanctions being used at the academy.

Parents should avoid punishments that cannot be sensibly enforced i.e. “You will never watch television again!” and the child should always have a chance to earn a reward later by improving their behaviour.

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. Our Learning Mentor Ms Khodadin supports parents and families where needed and running targeted parent groups and coffee mornings. Ms. Roden, our Inclusion Manager, supports this approach.

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.

### **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 asks
- 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 have to 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.
- ❖ If the poor behaviour continues then the child will be given a ‘**YELLOW CARD**’. This is placed on the teacher’s whiteboard with the child’s name written underneath. It will remain there only until the end of the teaching session when it will be removed and the child’s name erased.
- ❖ If, however, the inappropriate behaviour continues then the teacher will give the child a ‘**RED CARD**’. This will be taken to a member of the Senior Leadership

Team who will discuss the child's behaviour with them. The child will explain what they have been doing, what they should have been doing, and how they will try to do better in the future. They will be left in no doubt that their behaviour has made the people around them very unhappy. A red card may also be issued on an immediate basis for offences such as rudeness, the use of bad language, refusing to follow instructions or aggression/physical violence.

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. We hope that parents will support the academy in showing *their* displeasure for their child's behaviour.

Other sanctions that teachers may use for a child who is not concentrating or getting on with their work are:

- Give them a playtime detention. This will take place at the discretion of the teacher.
- Ask them to leave the classroom and sit them outside the Principal's office. Here they can get on with their work quietly and undisturbed.

### **What if a child behaves inappropriately when off site?**

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 or not 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.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Avoiding confrontation**

We will make every effort to avoid confrontational situations. This can be done by using positive language, by 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. This would often be with the Learning Mentor, Ms Khodadin. 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

## **External Support**

When a child's behaviour is causing significant and on-going concerns they will be put on the academy Special Needs Register and the SENCo and class teacher will draw up a Behaviour Support Plan to discuss and agree with the child and their parents.

If this does not have sufficient impact then further help will be sought from the Behaviour Support Team.

**It is very important that all adults in the academy keep in mind that EACH DAY IS A FRESH START**

## **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:

- ❖ A 'Superstar of the Week' certificate given out at assembly and their name displayed in the main entrance of the academy.
- ❖ 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 or a 'super dooper' sticker.

## **Bullying**

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

We accept that children do not always get on together and will have likes and dislikes amongst their peers. It is important to encourage children to resolve their own differences in a reasonable and amicable way. When his/her peer groups are not treating a child reasonably then it is appropriate for teachers and supervisory staff to intervene. In some cases the unreasonable behaviour may be deemed bullying.

Bullying arises in all schools/academies occasionally. Parents should be aware that any complaints about bullying would be taken seriously. We will always follow up a complaint about behaviour that has been perceived as bullying. Children should be aware that when bullying occurs it is right to tell a teacher or other adult and that action will be taken. See the DAPA **Anti-bullying Policy**.