

Behaviour Policy

Campton Academy



Approved by:	Akhtar Ahamed
Signed:	
Date approved:	November 2023
Next review due by:	November 2025

1. Rationale

1.1 At Campton Academy we aim to promote a high standard of behaviour and an ethos where all members of the school are valued. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility. Staff are good role models and we place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We have high expectations of behaviour and we seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. There are occasions when we will need to deal with poor behaviour and this policy sets out the sanctions for poor behaviour, should it arise.

1.2 Children with Special Educational Needs and Disabilities (SEND)

We understand that reasonable adjustments may need to be made for those children with SEND and we will ensure that this policy is applied fairly to these children. Personalised support will be detailed in a positive behaviour management / crisis management plan, agreed with parents and reviewed termly.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We understand the importance that all children achieve their potential and that poor behaviour can hinder this aim. We will promote self-esteem, self-discipline and positive relationships through fostering an environment in which everyone feels safe and secure and where each person is treated fairly. We will create an environment where good behaviour is encouraged and reinforced.

2.2 How will we achieve our aims?

- We will establish a praise and reward system
- We will promote our values ethos
- We will establish and follow a school behaviour guide, 'The Campton Code' that the staff, children and parents know and understand. See appendix 2
- All staff will lead by good example and will model correct behaviours
- All children will take part in Personal, Social, Health, Education (PSHE)
- Staff will complete de-escalation training and follow a 'Team Teach' approach if physical intervention is required

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Definitions

4.1 Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, in assembly and at playtimes and lunchtimes
- Non-completion of classwork
- Poor attitude e.g. bad manners, answering back, not listening

4.2 Serious misbehaviour (see safeguarding policy for further information on how the school supports pupils displaying or at risk of developing serious misbehaviour)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical assault
- Destruction of school property
- Endangering others
- Spitting
- Any form of bullying
- Child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Consequences of serious misbehaviour may include:

- A verbal warning by the Principal as to future conduct;
- Withdrawal from the classroom for the rest of the day;
- A letter to parents informing them of the problem;
- A meeting with parents;
- Temporary suspension;
- Meetings involving parents and support agencies;
- Permanent exclusion, only used in extreme cases or after all other courses of action have failed;

All incidents of serious misbehaviour are recorded in the school's behaviour log, reports must include the antecedent, behaviour and consequence. Parents must be made aware of the incident and any

consequence. If a child is commonly displaying the behaviours outlined above, an individual crisis management plan must be created to manage the risks. This should be agreed with parents and monitored at least termly. Further information can be found in our safeguarding policy.

5. Bullying

5.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

- Emotional Bullying - Being unfriendly, excluding, tormenting
- Physical Bullying - Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial Bullying - Racial taunts, graffiti, gestures
- Sexual Bullying - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
- Direct or Indirect Verbal Bullying - Name-calling, sarcasm, spreading rumours, teasing
- Cyber Bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5.2 All governors, staff and children are aware of and agree with what the school has identified and considers to be bullying. All staff should be vigilant in recognising bullying behaviour by:

- Noting and acting upon child / parent/carers concerns
- Monitoring incidents
- Identifying patterns
- Listening to comments made when talking about bullying

5.3 When an incident of bullying is either observed or reported all children involved are questioned to find out:

- How often this has happened
- What kind of bullying behaviour has taken place
- Where the bullying has taken place
- Who has been bullying them
- Who they have told about these experiences
- How they feel
- Whether they feel pupils and staff have taken action against bullying

5.4 Children who have been bullied will be given support and guidance on how to protect themselves by:

- Talking to staff and parents/carers
- Being reassured that they are being taken seriously
- Given advice and taught strategies on how to deal with possible further incidents
- Being monitored

5.5 All children are made aware of how strongly we disapprove of bullying behaviour and that if any incidents occur there will be sanctions imposed in line with the School's Behaviour Policy. Children are made aware of the part they can play to prevent bullying. They are encouraged to:

- Respect each other and recognise their own responsibilities with regard to how they behave towards others
- Learn how to identify bullying behaviour (to differentiate between one off acts of unkindness and other more persistent or repeated acts) and ways of responding

- Share worries and concerns immediately with staff, parents and peers
- Tell an adult if they feel any incidents they witness are of a bullying nature
- Understand the role of a bystander and to know that by doing nothing they are condoning the bullying
- Use non-aggressive strategies to resolve difficulties
- Work and play together harmoniously
- Work with staff to resolve bullying situations and think about their own responses to difficult situations
- Follow the 'Campton Code' (Our school behaviour guide – see appendix 2)

5.6 Children who bully will also be given help to improve their behaviour because:

- They may not know their behaviour is wrong
- They may be copying others they admire
- They might not have learned other better ways of playing and mixing with school friends
- They may be going through a difficult time and are acting out aggressive feelings

5.7 Reporting bullying

Pupils

Children are taught to recognise the signs of bullying and what they should do if they are aware that is happening to themselves or another child through PSHE lessons and anti-bullying weeks. Children can report incidents of bullying to any member of staff.

Parents

Parents should familiarise themselves with our behaviour policy and the definition for bullying. If parents feel that their own or another child is being bullied they should inform the class teacher in the first instance.

School Staff

If made aware that bullying has taken place, members of school staff should log all details on CPOMS. This will ensure that senior staff are informed immediately. The Principal will ensure that accusations are investigated thoroughly and the details of this investigation recorded.

6. Roles and responsibilities

6.1 The governing body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Local Governing body will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children

- Recording behaviour incidents on CPOMS
- When managing a child in crisis de-escalation strategies should be used in the first instance. Team Teach methods should be followed if physical restraint is needed.
- The Principal will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the Campton Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. The Campton Code

The Campton Code is a set of principles adopted by the whole school community. The code was developed by asking staff, parents and children to suggest their most fundamental principle for children to learn.

The Campton Code

- We are kind and respectful
- We keep ourselves and others safe
- We treat others as we would wish to be treated – with good actions, good words and good manners
- We always tell the truth and do our best
- We help each other and are grateful for support and advice
- We take care of our property and environment

Teachers work with their class to ensure that they have a good understanding of what each of the principles means. Children are rewarded with housepoints for demonstrating that they are following the code. The Campton Code demonstrates our minimum expectations for behaviour and children and staff are expected to abide by these at all times. The Campton Ambassador award is used to recognise children who consistently meet and exceed our behaviour expectations.

8. Rewards and sanctions

8.1 Rewards

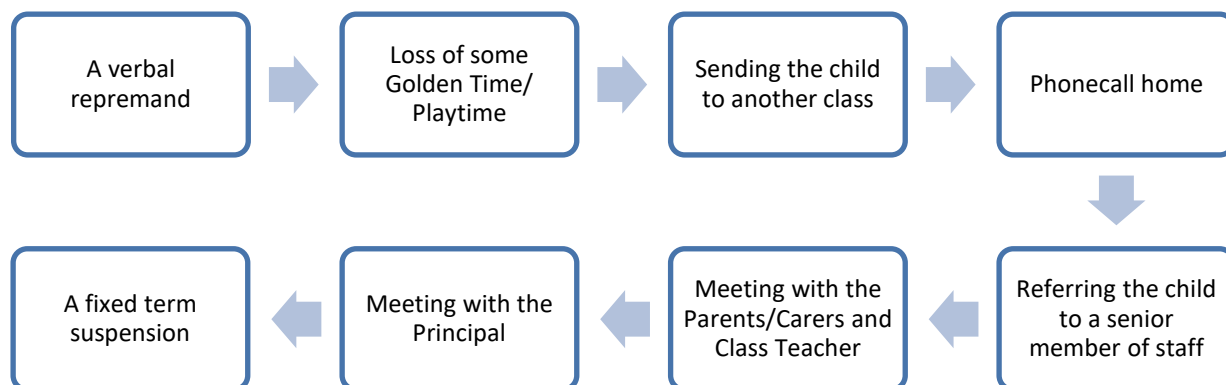
Our approach to creating a positive ethos within the school is to treat children positively, by praising good behaviour, offering encouragement and acknowledging achievement.

We will ensure children know that their efforts, achievement and good behaviour are recognised and valued by means of a range of rewards:-

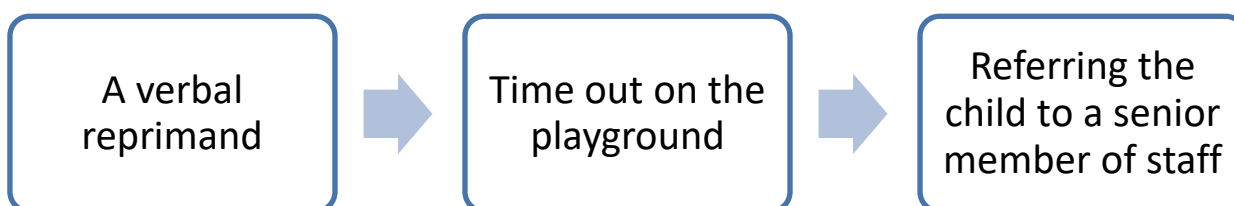
Praise	Stickers	House points	Certificates
Extra Golden Time	Special Treats	Special Responsibilities	Phonecalls home

8.2 Sanctions

The sanctions below will be used in response to unacceptable behaviour, in some situations these will be followed in order, however, at times the order will be modified. For example, if inappropriate behaviour occurs in the afternoon a child may be given a time out in another class instead of losing playtime the following day. We believe that children should see each day as a fresh start and that sanctions are most effective when they are given immediately after the behaviour has been displayed.



The following sanctions will be used in response to unacceptable behaviour at playtime/ lunchtime:



Following each sanction, children will be given the opportunity to reflect on their behaviour and the chance to 'turn their behaviour around.' They will be reminded of the next step in the process should they fail to improve their behaviour. If a problem arises the child/ren involved will have the opportunity to offer an explanation. We will always try to be fair.

9. Suspensions

9.1 Suspension

In cases where a child's behaviour puts either themselves or others at risk of serious harm, or causes significant disruption to learning, the Principal may suspend them from school. This decision is always considered seriously and the Principal will inform the Chair of Governors of the decision to suspend. Suspensions are reported to the Local Authority at the time they happen and to the Governing Body on a termly basis. DFE advice and procedures in respect of suspensions from school can be found here:

<https://www.gov.uk/government/publications/school-exclusion>

9.2 Fixed Term Suspension

In the majority of cases it will be possible to inform the parents that the pupil is at risk of suspension. Steps will be taken to try and avoid suspension such as the implementation of a Behaviour Support Plan, involvement of Jigsaw (the Behavioural Support Service), Education Welfare Service or School's Inclusion Officer. All children identified as being at risk of suspension will have an Early

Help Assessment (EHA) and Risk Assessment.

In exceptional circumstances the Principal may decide to suspend a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. Incidents will be considered and evaluated individually.

Parents will be contacted and informed of the suspension on the day of the decision. This will include the reason for suspension, dates that the child is suspended and the arrangements for returning to school.

Reinstatement will be on the terms of a Behaviour Support Plan if the pupil does not already have an individual plan. The pupil's behaviour will be closely monitored and regularly reviewed with their parents.

9.3 Permanent Exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, DfE guidance will be followed. Advice will be sought from the Education Welfare Officer and County Inclusion Officer.

9.4 The Right to Appeal

Parents have the right to ask for the decision to exclude a child to be reviewed by the Governing Body. In respect of Fixed Term Suspensions, the Governing Body cannot overturn the Principal's decision but can have their findings attached to the record.

The Governing Body may take the decision to reinstate a child who has been permanently excluded by the Principal.

If parents feel the school has failed to implement its policies they should follow the school Complaints Procedure.

10. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour management

12.1 Classroom management

- Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment.

- Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work
- School staff should always model the good behaviour that they expect of the children.

12.2 Playground management

- An occupied child is a happy child that will cut down on the number of incidences of inappropriate behaviour on the playground. Part of the teacher and MSA roles is to encourage positive play and therefore their presence in the playground at playtime and lunchtime is important.
- All adults in the playground should see themselves as play leaders and be engaged with the children. Adults are responsible for keeping an overview of the playground, looking for potential 'hot spots' and diffusing them if necessary.
- MSAs interact with children encouraging them to play appropriately and cooperatively. Praise, stickers and housepoints will be awarded to children for abiding by the Campton Code.
- Playground Leaders and Sports Ambassadors organise games and equipment for children on a regular basis.
- If a member of staff decides that a child needs to miss their playtime or lunchtime then it is up to them to arrange suitable supervision.

13. Physical restraint

13.1 Use of reasonable force guidance

We understand that the vast number of children will never require any form of physical intervention. However, a small number may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff where they find themselves in circumstances where reasonable force is needed to safeguard themselves and the children. We will make 'reasonable adjustments' for disabled children and children with SEN.

This guidance for the 'Use of Reasonable Force' has been developed so that this can be achieved for all children and staff.

We aim:

- To protect every person in the school community from harm.
- To protect all children against any form of a physical act which is unnecessary, inappropriate, excessive or harmful.
- To put in place guidance for staff so that they are clear about circumstances in which they might use reasonable force to restrain a child/ren and how such force may be applied. Staff guidance – who can use reasonable force?
- All members of staff have a legal power to enable them to use reasonable force. This can also apply to unpaid volunteers or parents whom the Principal has temporarily put in charge of a group of children on a school organised visit.
- Staff do not require parental consent to use 'reasonable force' on a child.

13.2 What is Reasonable Force?

- Force is used either to control or restrain. This can range from guiding a child to safety by the arm to more extreme circumstances such as breaking up a fight where a child may need to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Staff may use passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

13.3 When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In school we may use force for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

THE FOLLOWING LIST IS NOT EXHAUSTIVE BUT IT PROVIDES SOME EXAMPLES OF SITUATIONS WHERE REASONABLE FORCE CAN AND CANNOT BE USED

- to remove a disruptive child from the classroom where they have refused to follow an instruction to do so:
- to prevent a child behaving in a way that disrupts a school event or school trip or visit
- to prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts others
- prevent a child from attacking a member of staff or another child, or to stop a playground fight.
- Restrain a child at risk of harming themselves through physical outbursts.
- **Force will never be used as a punishment**

13.4 Recording incidents and informing parents

- Where a serious incident has taken place such that a member of staff has needed to use reasonable force on a child we will record the incident and will inform parents.
- In deciding whether an incident is serious we will take account of the following factors: child's behaviour and level of risk presented at time of incident, degree of force used, effect on child or member of staff, the child's age.

13.5 What to do if a child complains that force has been used.

All complaints should be passed to the Principal / Designated Safeguarding Officer who will thoroughly investigate the incident.

14. Confiscation

Any prohibited items (listed in section 4.2) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Principal and parents, if appropriate.

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

15. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SENDCO will 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. In-school emotional support will also be offered via Time to Talk.

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.

16. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

17. Training

Our staff are provided with guidance on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Staff are trained to de-escalate situations and adopt Team Teach strategies if physical restraint is needed.

18. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the Local Governing Board biannually. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Local Governing Board every year.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Child on Child abuse policy
- Special Educational Needs and Disability Policy

Appendix A

VALUES FOR ALL

At Campton Academy we are a Values School and focus on individual values half termly in a two year cycle. The 2022/2023 academic year will follow the values for Year A.

We expect all members of our school community to strive to live these values daily and we recognise those who are particularly successful by nominating children and adults to be values ambassadors based on their behaviour. We all aim to demonstrate these values to members of our school and wider community – including visitors to our school.

<u>Term</u>	<u>Year A</u>	<u>Year B</u>
Autumn 1	Respect	Honesty
Autumn 2	Kindness	Acceptance
Spring 1	Determination	Perseverance
Spring 2	Friendship	Thoughtfulness
Summer 1	Courage	Patience
Summer 2	Co-operation	Teamwork

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in resolving behaviour incidents to foster good relationships between the school and pupils' home life

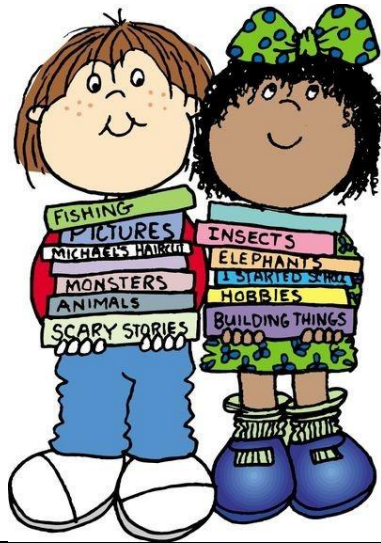
The Campton Code

- We are kind and respectful
- We keep ourselves and others safe
- We treat others as we would wish to be treated – with good actions, good words and good manners
- We always tell the truth
- We help each other and are grateful for support and advice
- We take care of our property and environment

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Board every year

We are kind and respectful



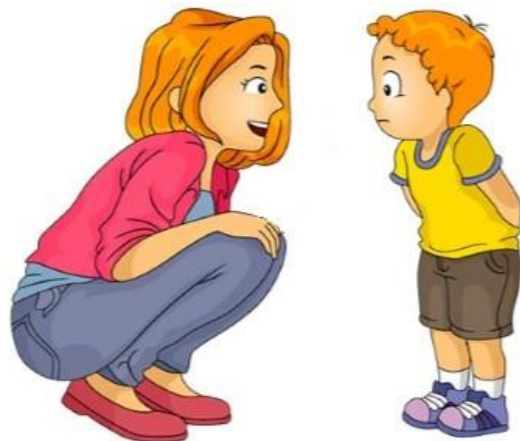
We keep ourselves and others safe



We treat others as we would wish to be treated



We always tell the truth and do our best.



We help each other and are grateful for support and advice



We take care of our property and environment



The Campton Code

Rewards

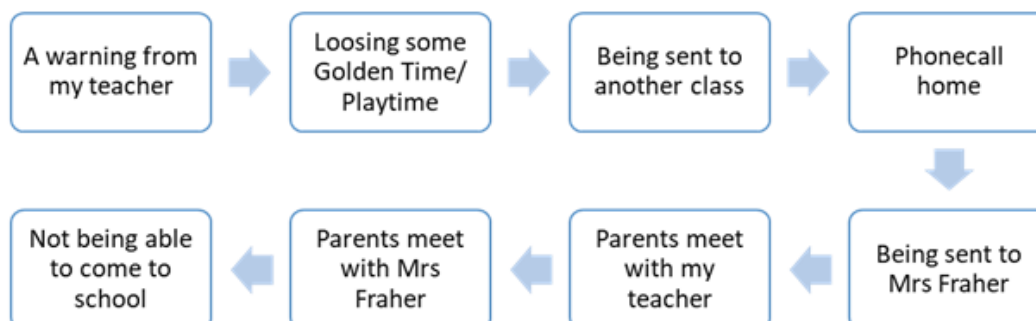
If you follow the Campton Code, you will be rewarded with:

Praise	Stickers	House points	Certificates
Extra Golden Time	Special Treats	Special Responsibilities	Phonecalls home



Sanctions

If you do not follow the Campton Code, this is what will happen:



You have the power to change your behaviour at any time.

Be the best you can be.