



Bell Lane Academy

BEHAVIOUR MANAGEMENT POLICY

(includes ANTI-BULLYING POLICY)

Updated September 2017
Review date September 2018

At Bell Lane Academy there is a whole school commitment to Positive Behaviour Management. We have a clear set of school rules which are consistently reinforced based on principles in the SEAL program (Social and Emotional Aspects of Learning). There are high expectations and the standard of behaviour exhibited by most children reflects these expectations and the overall success of the policy.

Children are treated with respect and valued as individuals, who have rights, but who are also expected to accept responsibility for their own actions.

There is a whole academy commitment to praise, reward and acknowledgement of achievements, good behaviour, politeness, kindness, tolerance, care and understanding.

Every effort is made to highlight the positive aspects of a child's behaviour, to raise self-esteem and to encourage them to foster pride in themselves.

Children are encouraged to be responsible, set examples and strive to improve their behaviour. They are given the opportunity to make choices in order to help them realise that they can positively influence the outcomes in order to gain rewards and experience feelings of well being, pride and satisfaction.

Children who experience difficulties are counselled and given chances to show that they can be trusted and that they can expect support from all staff and their peers, all of whom are encouraged to support and help a pupil who is working to improve their behaviour.

Parents are involved at all stages when a child's behaviour gives cause for concern.

Academy rules

Academy rules, which are based on individual and group rights and responsibilities, are kept to a minimum and are concerned with the safety and well being of the children.

Pupils are encouraged to respect individuals and property and are expected to achieve a level of self-discipline appropriate to their development. The agreed rules are as follows:

We look after each other.

We show respect for people, property and the environment.

We use our voices appropriately.

We remember our manners.

We show that we are ready and follow instructions straight away.

We walk around quietly.

We ask an adult for help when we need to.

Routines

Routines, that support children in adhering to the academy rules, are simple, sensible, clear, taught and consistent. They give structure to all classroom activities and have a positive effect on the smooth running of the academy.

Staff follow standard operating procedures (SOPs) for daily routines. PSHE, R.E lessons and collective worship help all children to develop the five social and emotional aspects of learning (SEAL): self-awareness, managing feelings, motivation, empathy and social skills.

Rewards

Positive recognition acknowledges when children make a good choice about their behaviour and builds self-esteem and positive relationships. Rewards are a positive aspect of discipline and are used to motivate children to choose to behave appropriately. Rewards link to our 'House Teams' and 'Superstar' Assembly and are used as individual, group and class incentives. Rewards include; house points, use of stickers and special award certificates.

Sanctions

Any form of sanction:

- Follows a clear, known hierarchy (see Escalation of sanctions below).
- Signals that the child is making an inappropriate choice about his/her behaviour.
- Is appropriate to the behaviour.
- Is used fairly, consistently and dispassionately.
- Enables positive relationships to be maintained.

Escalation of sanctions

All staff are trained to follow these procedures adapted from SEAL guidelines:

- Step 1: Unwanted behaviour that contravenes our academy rules is identified to the child and the behaviour that is needed is described to the child.
- Step 2: If the unwanted behaviour continues, depending on the age of the child and the severity of the behaviour, Step 1 may be repeated.
- Step 3: Choices and consequences are presented to the child which may include:
 - completing work during a break time.
 - being moved within the classroom.
 - being moved to work in a shared area.
 - being sent with work to a different key stage class.
- Step 4: If the problem still continues the child is sent to the head teacher or person in charge.

With younger children, a traffic light system (green, amber, red) is used to support them in understanding how to avoid unwanted behaviour.

In cases of extreme behaviour, the headteacher should be informed immediately. Housepoints will be removed by the headteacher as deemed appropriate.

Additional sanctions

Children may be asked to attend 'Time Out' during a morning break where they have time to reflect on their actions and discuss strategies to prevent a recurrence. This is run daily by the headteacher or a senior member of staff. Attendance at 'Time Out' leads to losing housepoints. One housepoint is lost on the initial visit followed by 3 for any subsequent visits. If a subsequent visit is for something that has previously been discussed in 'Time Out', then 5 housepoints are lost. 'Time Out' sessions are used in the following cases:

- persistent unwanted behaviour
- deliberately causing physical injury
- using bad language
- showing lack of respect to an adult
- putting themselves or others in danger
- deliberately damaging something

A child may carry a report card/book around the academy to gather good comments from Teachers, Support Staff and Dining Supervisors etc. or may carry a card/book to and from home over a given period so that parents can monitor and contribute to the positive recognition and motivation to improve behaviour.

Parents are informed in person or by letter/telephone if their child's behaviour is consistently unacceptable or extreme. They are asked to give their support.

If behaviour at lunchtimes is a persistent problem a child may be sent home for lunch for an initial period of up to one week, which may be extended after consultation with the chair of governors. Parents will be advised if this is to happen at least three days beforehand.

In extreme cases there will be involvement from outside agencies and this may lead to a Pastoral Support Plan and Risk assessment being drawn up which will be reviewed at appropriate intervals.

Exclusions

If a child's behaviour still gives cause for concern after parents have been consulted, and they pose a danger to themselves or others, then a child may have to be excluded. A letter is then sent to the parents explaining the reasons and the type of exclusion at least 1 day before its commencement.

The Local Authority is also informed. LA guidelines are followed regarding all exclusions. For more information, see our Exclusion Policy.

House Teams

On joining the academy, children are allocated to one of four house teams (Red, Yellow, Green, Blue) House points are awarded for achievements in work and behaviour. House teams work together to win a trophy on a weekly basis and secure a reward once a term.

Superstar Assembly

This takes place every Friday and certificates are awarded to acknowledge any special achievements of individuals and groups. Certificates/awards from home are also celebrated.

Dealing with offensive Behaviour or Bullying

All children and adults have the right not to feel threatened by other people at the academy. Staff are aware of the academy's policies and practices on preventing and dealing with bullying, and training is available to enable staff to develop skills and enhance their awareness of anti-bullying measures.

A clear definition of bullying will be shared with the children to ensure that they understand what bullying is and how it is different from a 'fall out' with other children. The definition that will be shared is based on one from the 'Anti-bullying Alliance' and is as follows:

'Bullying is repeated, intentional behaviour that hurts another person physically, verbally or emotionally.'

'The term bullying refers to all types, rates and patterns of bullying which includes cyber-bullying and prejudiced-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.'

As with other forms of unacceptable behaviour, it is the school's responsibility to involve parents in trying to prevent it. It is the behaviour rather than the child, which is unacceptable.

In addition to teaching social behaviour by highlighting good examples as they occur in the daily life of the class, staff teach social skills in a conscious and systematic way, for example, role playing situations in drama, discussion in PSHE/SEAL sessions and by rewarding positive behaviour.

Racist, sexist and offensive language of any kind by pupils is unacceptable.

Bullying of any kind is dealt with swiftly and effectively. Incidents of bullying are recorded on report sheets so that they can be monitored and recurrences are highlighted.

(Report sheets are available on the staffroom notice board)

Anti-bullying features as a topic within the Personal and Social Education curriculum and in Collective Worship.

Children are encouraged to report incidents of bullying whether they are witnesses or victims, and can expect support, understanding and confidentiality if needed.

Parents can also expect their concerns to be dealt with swiftly and successfully.

When a case of bullying is reported, and the academy feels it necessary, parents of all the children involved are expected to give their full support by allowing the academy to include their child in 'Solution Focused' work. This work is based on proven guidelines, which are recommended by the authority from 'Solutions to Bullying' by Sue Young. Outside agencies may become involved if the school deems this necessary. (See Appendix 1)

Please note: Appendix 1 is only available as a paper copy directly from school. The headteacher can also explain this approach in more detail.

The parents of the victim and the alleged perpetrator/s will be invited to sign a document (See Appendix 2) stating that they agree to the above actions and fully support the academy. In the event that a parent refuses to comply with this the school cannot guarantee a positive outcome and can take no responsibility for the consequences.

If a situation deteriorates, and as a last resort, the academy may seek advice from Wakefield City Academies Trust legal department and /or the police.