



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all

Anker Moor Primary Academy

Policy on School Behaviour and Discipline 2020-21

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Every child has the right to:
An Education (UNICEF article 18)
Develop their personalities, talents and abilities (UNICEF article 29)
A range of activities (UNICEF article 31)
Be safe (UNICEF article 19)

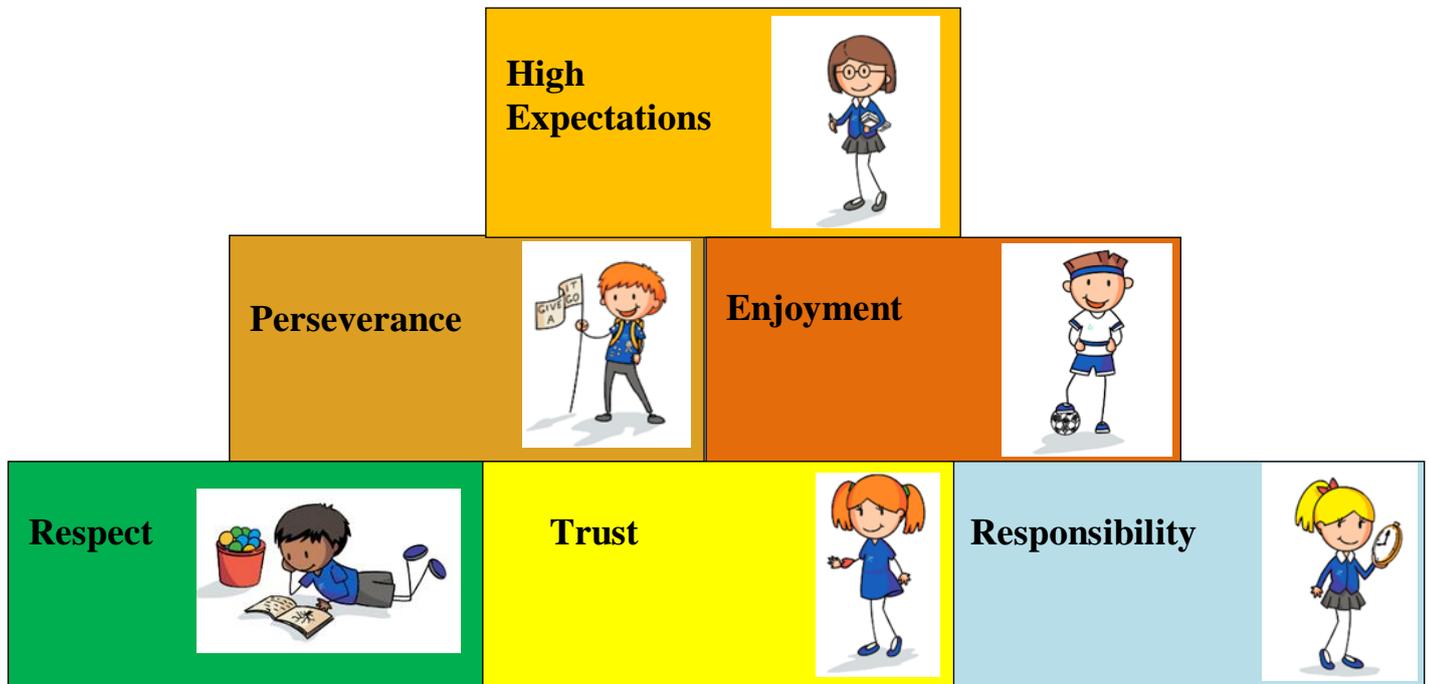
Reviewed by: Simon Russell
Approved by:

Date: September 2020
Date:

Next review due: September 2021

Our School Values

Learn together, Achieve together



Philosophy and approach

Although behaviourist approaches can work for the majority of our children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care, behaviourist approaches often serve to re-traumatise them and do not teach them how to express emotions in a more appropriate manner.

As part of the Fierté Multi Academy Trust, Ankermoor has an extremely positive and inclusive approach to managing behaviour that is built on recognising that all behaviours are driven by situations and circumstances that cause the emotion. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. It is our aim to develop a child's capacity to manage their behaviours by empathising with them and educating them about the emotions they are experiencing and by building positive relationships. We do this by creating a highly nurturing and attachment aware environment to ensure that the children feel safe, secure and highly valued. We understand that our pupils' happiness requires the presence of positive relationships. Adult and pupil relationships must be built on mutual respect and trust in the same way that we expect pupil relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes, which links to our school values. We believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.'

Key premises of our approach:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Firm but fair.
- Behaviour is a form of communication – this helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour – we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. Children with behaviour difficulties need to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first – we promote strong relationships between staff, children and parents/carers and foster **connection, inclusion, respect** and **value** for all members of the school community.
 - 'Engage, don't enrage'
 - Connection before Correction'
 - 'The 3 Rs: Regulate, Relate, Reason'
- Maintaining clear boundaries and expectations around behaviour – in order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and consistent responses to behaviour and rewards and consequences that follow certain behaviours are made explicit. We believe that 'sanctions' that can shame and ostracise children from their peers, school community and family can often lead to potentially more negative behaviour.
- We believe that encouraging parental engagement and involvement is absolutely crucial.
- Small actions make a big difference – smiling at children, greeting them and knowing about their likes and dislikes really adds to their sense of belonging and them feeling liked, respected and valued.

Aims:

For children to have excellent behaviour for learning and to be emotionally literate and able to self-regulate their behaviours, we ensure that we do the following:

- Develop a trusting and caring environment based upon mutual respect and understanding where all people are treated 'fairly'.
- Enable children to develop reasoned self-discipline and socially acceptable behaviour, demonstrating good manners, respect and helpfulness towards each other and all adults.
- Ensure outstanding teaching and learning can take place.
- Allow all pupils at the school to reach a high level of self-esteem and ensure children are happy, feel good and enjoy each other's company.
- Maintain high standards of tidiness and orderliness around the school, encouraging children to take a pride in their environment and the wider community.
- Outline rewards and sanctions and how they will be fairly, flexibly and consistently applied.
- Teach, through the whole school curriculum, our own school values and British values which will promote responsible behaviour, encourage self-discipline and foster in children a respect for themselves and others.
- Encourage good behaviour for children of all ages and abilities through a consistent and positive reward system.
- Provide procedures to deal with inappropriate behaviour when it does occur.
- Begin to develop each child's emotional literacy through the use of Emotion Coaching (to look at during 2020-21).

Rights and Responsibilities

We believe that good behaviour is achieved when everyone recognises the rights and responsibilities of all those in the school community. Rights and Responsibilities are also taught to the pupils through the PSHE programme of study and through school assemblies.

Our rights and responsibilities:

- The right to be treated with respect
- The right to learn
- The right to feel safe

All pupils have the right to education

Responsibilities:

- Behave in an orderly, purposeful and sensible manner
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to all adults and each other

All teaching staff have the right to teach

Responsibilities:

- Ensure that all lessons are well planned and meet the learning needs of all pupils
- Use praise and individual discussions to encourage co-operation
- Respond to behaviours in a consistent manner
- Act as a regulator or co-regulator for pupils who are unable to manage their own behaviours
- Set high standards of social behaviour; be polite, well-disciplined and thorough
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek help for those pupils who need support – from parents, senior staff and outside support agencies
- Ensure that each lesson is a fresh start – all issues to have been resolved individually before a lesson begins
- Apply the school policy on bullying and equal opportunities

Parents have a right to be aware of their children's progress at school

Responsibilities:

- Maintain contact with the school
- Support the implementation of the school policies, seeking support, help and advice when needed
- Respond with praise when their child is doing well at school
- Ensure children arrive at school ready to learn
- Support the Home/ School Agreement
- Be polite and reasonable in dealings with the school

Our approach to positive behaviour

Praise:

We regularly praise the children for displaying the school values. We use verbal praise and silent gestures such as a smile, a nod or a thumbs up. Staff can also give out house points and raffle tickets. A running total of house points are collected and rewards given out. Each classroom will have an Ankermoor Rewards and Sanctions chart displayed (Appendix A). This will also include the school hall and other rooms used for learning.

Rewards

Positive relationships:

Every adult in school is expected to support the building of positive relationships through getting to know every child in their care. This will include finding out about their likes and dislikes, what they do at the weekend, what football team they support or who they dance with on a Saturday morning. This is an extremely important part of how we support positive behaviour at school and ensure every child feels special. For the year 2020-21, we have built in a Monday morning check in/circle time to build self-esteem and Well-being, post Covid 19.

Emotion boards (see Appendix B) are also used, linked to our bucket filling philosophy, to support children with their emotional state and to share this with class teachers. Teachers can then support children (often in the morning) to help with any barriers to their learning, caused by emotional difficulty or issues. This will continue throughout the whole school day by any staff member present.

House points and Raffle rewards:

The children earn house points for good behaviour as well as good work. These house points are recorded on their individual house point cards (Appendix D) which follow the termly Values e.g. Autumn 1 – Hetty High Expectations. Children aim to reach 20 house points each week so that they can receive a raffle ticket for the weekly draw. They will also receive a sticker from the head if they reach this target! For the whole school, house points are also added up each week and the winning team is celebrated in assembly. House points are then kept on a tally so that each half term a winner is celebrated and also the winning team at the end of the year!

Class teacher Celebration:

When a staff member is proud of a child and would like to share the news, they can send a Values postcard home to celebrate the child's efforts with parents.

Headteacher's Award:

Children are sent to Headteacher for celebration of outstanding work or outstanding behaviour! They are sent when the teacher feels they have completed outstanding work. Each sticker is special and builds so that the children receive a Bronze, Silver then Gold dependent on the visit. When children receive a gold award, a personalised letter is sent home.

Special Mention Assembly:

Each week, the class teacher will select a child who has shown amazing ability to complete a specific value e.g. Autumn 1 – Hetty High Expectations. The children will then receive a certificate and they will be called out in assembly to discuss this. This will also be celebrated on a newsletter. Their award will then be celebrated on the Special Mention board in the hall.

Certificate of Achievement:

Each half term, a single child will be selected by the class teacher for specific praise and celebration. These will be related to the school values shown across the term e.g. Autumn 1 – High Expectations. A letter will be sent home to parents and they will be invited in to join the celebration. Children will receive a certificate and a Values badge to celebrate their amazing efforts. Throughout their school journey, children try to collect all 6 values badges to show their amazing efforts. Their award will then be celebrated in the Hall of achievement.

Trust Pupil Leadership Team:

Each school within the trust has 2 children from 1 particular year group who are chosen to represent their school at the TPLT. They visit other schools and work together to make our school and our trust a better place to be, putting children at the heart of everything that we do.

House Captains and School Council:

The Year 6 pupils have the opportunity to become a House or vice-captain. They support the school by making key decisions and leading their house year on year. Specific meetings are put in place so that all houses can meet together. A school council also exists across the school to ensure that wider school decisions can be made. For example, the School council have hosted events such as the Great Anker Moor Bake off, raising money for the school. All these positions are considered special within Anker Moor and pupils are expected to carry out their responsibilities within these roles judiciously.

Play Leaders:

Play Leaders are those children in Year 5. New resources have been purchased for 2020-21, so that play leaders can really begin to have an impact on school life (when able to due to Covid 19). They give up their playtimes to work with dinner supervisors and teachers when they are on duty. However, their main aim is to assist pupils who experience some worry, problems or need a friend during playtimes and support with games or activities to play co-operatively. They help children learn games they can then play with their peers and supervise resources to use for outside play. They are also able to assist with games on wet days. Play Leaders can be easily identified by the children because of their bibs. Play Leaders have duties on a timetable to help direct them to areas of the playgrounds where children and staff need assistance.

Playtime Behaviour

At lunchtimes and playtimes, children have access to a range of support to help them have a happy and successful break:

- Play leaders in the playground
- Teachers, Teaching Assistants and Lunchtime Supervisors on duty
- Access to 'drop in' sessions with our Hope worker (Mrs Bryan)

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; listening to the children; supporting play; getting to know them; modelling calm and respectful behaviour.

If there are ongoing concerns about the behaviour of a child at dinner time, the lunchtime supervisors seek support from the class teacher in the first instance.

The use of 'bans' from certain activities (e.g. bans from football) can be used to support behaviour at playtimes and lunchtimes. If what the child is doing causes an issue then the child may be asked to leave the pitch for a short period of time or stand with a member of staff to help resolve the situation. This should, however, only be for a period long enough for the child to be helped to regulate their behaviour.

In order to ensure a high standard of positive behaviour during playtime the following should be observed:

1. The teacher on duty should dismiss their class promptly and ensure that they are outside straight away in order to supervise the children.
2. It should be ensured that all children are outside and not inside unless supervised.
3. The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.
4. Members of staff should engage with the children by circulating on their own and not standing in pairs or groups.
5. The member of staff on duty should try to help children who find it difficult to mix and join in with others.

Our approach to negative behaviour

The majority of our children are very well behaved but we also ensure that we address any negative behaviour issues that occur. Children must be made aware that their behaviour may have consequences.

Class Rules: All KS1 classes have positive expectations that should be devised through discussions with staff and children. These should be agreed and displayed in each class as a 'Class Charter' – linked to the UNCRC alongside our school values. This class charter may be referred to regularly in order to support positive behaviour.

In EYFS, the provision is organised so that it has a positive impact on behaviour in terms of space, access and choice of activities. We promote positive behaviour and relationships where children treat each other with care and respect. We help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour through bucket filling.

Clear expectations and boundaries are established from the start, focussing heavily on activities that encourage sharing, negotiation and cooperation. Staff model appropriate behaviour in different contexts and set good examples. We also discuss with the children what is acceptable behaviour in all areas of learning.

In Key Stage one, children's actions and behaviours are praised verbally, with stickers, house points or raffle tickets.

Any behaviour issues are dealt with promptly and handled in ways appropriate to the child's stage of development and level of understanding.

This might include:

- calmly intervening to stop children hurting each other or behaving in an unsafe way
- offering a simple explanation or alternative to the child
- working to help children negotiate or solve problems
- using the consequences of children's actions to help them learn

Where necessary we work closely with parents and carers to offer support and share strategies ensuring a constant approach.

In some cases, we would involve the Mental Health Lead/SENCO and set up an individual plan with specific targets related to behaviour.

All KS2 classes have positive expectations that should be devised through discussion with staff and children. These should be agreed, signed by everyone concerned and displayed in each class as a 'Class Charter' – linked to the UNCRC – alongside our school values. This class charter may be referred to regularly in order to support positive behaviour.

If there is a serious incident, such as physical violence or abusive language, then the following steps will be followed:

1. A verbal warning and a talk with the child, discussing what has happened.
2. Child's name written on the board. (First initial of Christian name then first initial of surname e.g. J.H therefore x3 warnings – verbal, initial 1 and initial 2.
3. Pupil then receives a yellow card and is sent to a Senior Leader in KS1 or KS2 (A log kept by the leader). They will then discuss the behaviour and consider the sanction.
4. A fresh start/reset is actioned each lesson but the class teacher will monitor incidents of behaviour in class.
5. If the behaviour continues, or the pupil is deemed a danger to themselves or other pupils, they will receive a red card. The pupil is removed for time out with the Headteacher or Deputy. The child is then moved from the group to work on his/her own.
6. A letter is sent home to parents to inform them of the behaviour
7. If the child appears in front of the Headteacher again, the result will be a meeting with parents and a first warning (If a child receives a series of Red cards then involvement from the Mental Health Lead/ Sendco will be required for initiation of an IBP and consultation with parents)
8. Exclusion procedures are implemented (half day, 1 day, 3 days, 5 days permanent)
9. A case conference may be held with parents and support agencies. These may include Pastoral Care Support Programme i.e. Hope, Behavioural Support, CAMHS (Child and Adolescent Mental Health Service).

An Incident Book for Red cards is kept in the Headteacher's Office (Appendix E)

This is used to record:

- ⊙ Any incident where reasonable force has been used
- ⊙ Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ⊙ Any other incidents or matter of a serious nature

*Please note, post Covid, we are ensuring a Covid 19 Appendix is used so that all children are safe at this current time (Appendix C).

Individual Behaviour difficulties:

If we notice that a child is consistently finding the school expectations difficult to follow, we would involve and work with the family to ensure we provide the most appropriate support for the child. This may involve holding 'Team Around the Family' meetings at school where we would invite the child's family and any other relevant agencies involved with the child/ family possibly leading to an EHA.

From the meeting, we would hope to gain a deeper understanding of the reasons behind the behaviour and agree on some actions that we would hope would have a positive impact. If appropriate, the child may be informed of the decisions made at the meeting or be involved in the meeting themselves. On occasion, however, it may not be appropriate for the child to be aware of these meetings as it may cause further anxieties. We understand that often, unwanted behaviours are observed because the child has 'chosen this behaviour' because of being unable to manage their big emotions and for this reason, we do not feel the need to hand out target sheets or to put children on report. Instead, we would offer support to meet the reason behind this behaviour.

If it was felt that school alone could not meet this need, we would refer on to other agencies to have a more multi-agency approach in meeting the need in a holistic way. This may be a referral to a family support agency, to CAMHS or to health professionals such as the school nurse (the school hub).

Internal Exclusion:

In cases of extreme behaviour, children may be given an internal exclusion whereby they are excluded from the classroom and their peers for a fixed period of time. During this period, children will also be given counselling to support them in making the correct choices with their behaviour in the future. The 'Problem Solving' sheet (Elsa Support) – (see Appendix F) may be used for this.

Exclusion from Ankermoor for a Fixed Period:

For Fixed Period Exclusions, we will follow the set procedures set out in the DfE 2012 guidance which came into effect from 20th June 2012 and updated 29th May 2020. For pupils having a fixed period exclusion of four days or less, the school will make efforts to provide school work for the exclusion. Before the exclusion, the pupil will also have targets that will need to be met when the child restarts the school day. Visit for further detail:

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

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules, the values and the principles of UNCRC (UNICEF -Rights Respecting Schools) with their child, emphasising that they support the rules. So that this can be carried out effectively, a copy of the Behaviour Policy will be made available to every parent. Attending Parents' Evenings and parents' functions and by developing informal contact with school, helping to reinforce their support for the policy. Learning and teaching cannot take place without consistent discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.



Rewards and Sanctions



Good choice...

- 1 house point** for good manners and behaviour
- 2 house points** for excellent work
- 5 house points** for outstanding work
- 10 house points** Head teacher's Award and show Mr. Russell work completed
- 10 house points** Special Mention Award
- 20 house points** = Raffle reward





Bad choice...

- 1st warning** - verbal warning
- 2nd warning** - name on the board.
- Yellow card** - sent to Mrs Davies KS1 or Mr Fitzpatrick KS2 who will discuss sanction.



Fresh start after each lesson

If second Yellow card then sent to Mr Russell / Mrs Price with Red card!!

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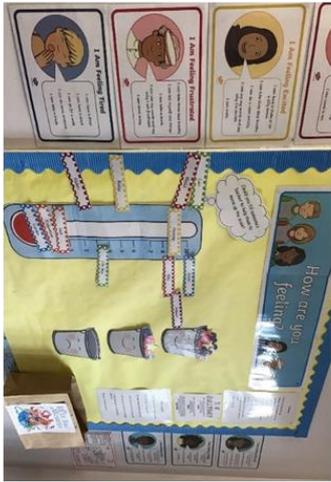
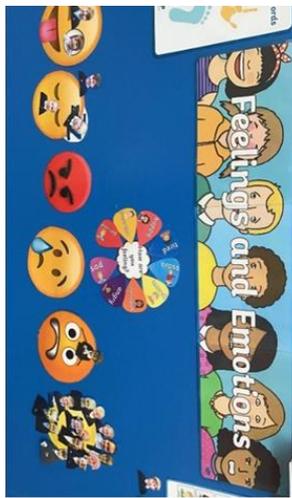
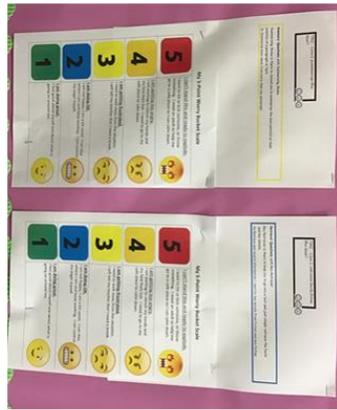
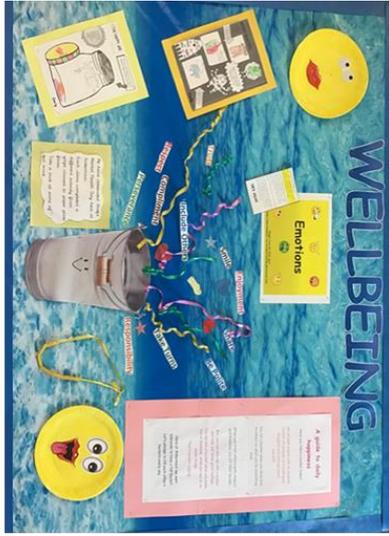
A really bad choice like bad language or hurting anybody or damaging property =

INSTANT RED CARD!!





Learn together, Achieve together



Behaviour policy Appendix

Returning to school, September 2020 COVID-19

- Normal behaviour rules/rewards/sanctions apply – ‘Ankermoor Rewards and Sanctions’.
- Children should stay at a social distance as much as possible in their class bubbles (adults in school to remind children when necessary).
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...).
- Children not sticking to the NO TOUCHING rules will be reminded and parents informed to support with reinforcement.
- Children to line up at a social distance in school when asked, ensuring they stay in their class bubble.
- Children to enter the building separately and patiently.
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day.
- Any coughing/spitting on another pupil will result in being sent home.
- Children to follow any signs and special routes in place on entry and exit.
- Children to avoid touching their mouth, nose and eyes and follow the ‘catch it, bin it, kill it’ advice.

Perseverance House Point Award 2019-20		
Week	House Points	Total
Week 1 - 24th		
Week 2 - 2nd		
Week 3 -9th		
Week 4 - 16th		
Week 5 - 23rd		
Week 6 - 30th		

REPORTED INCIDENT INFORMATION

Name/ Names of children involved:	
Year Group/ Class:	
Date:	
Where was the incident?	

Brief account of the incident:

Actions taken:

Member of SLT informed:

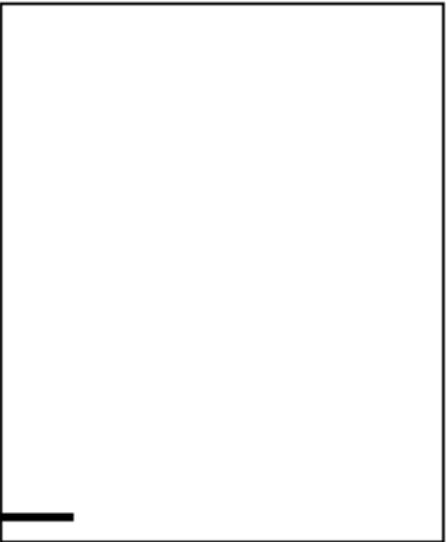
Signed:

What was the behaviour linked to:

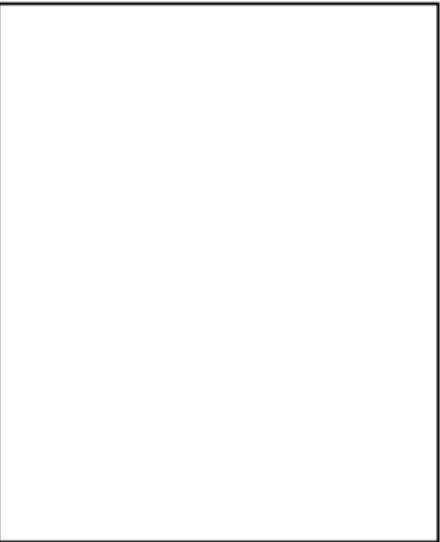
Bullying Incident Physical Intervention Race / Hate Incident

Problem Solving

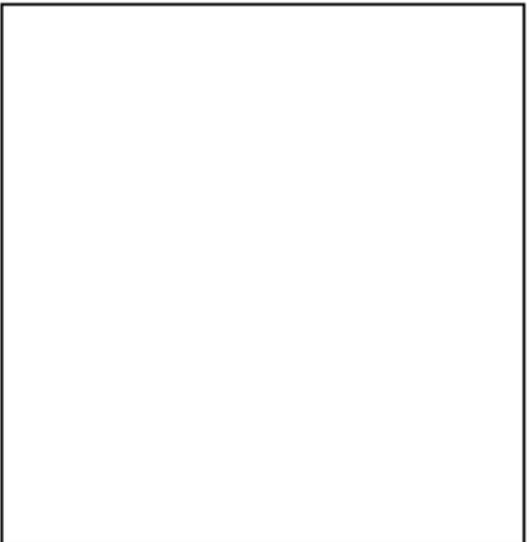
What did you do?



What was the consequence?

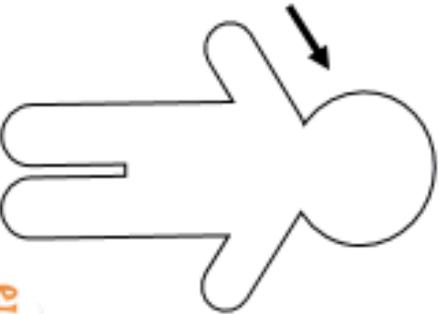


What happened?



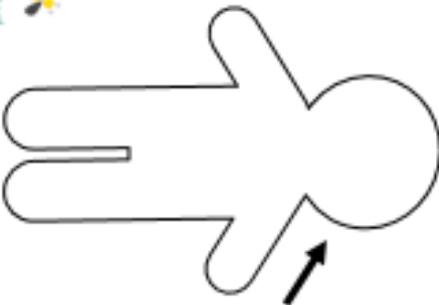
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How did it make you feel?



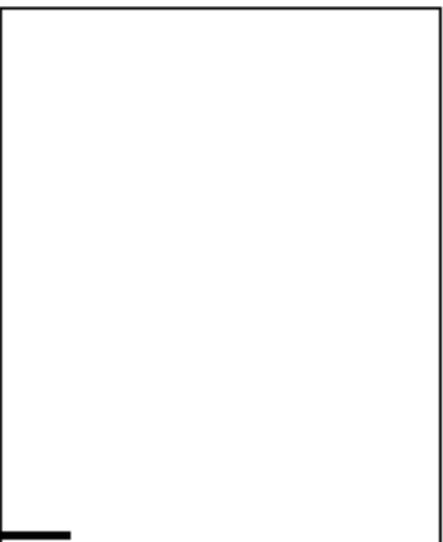
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How would you feel then?



Work through the questions and see which way is best. Remember next time you have a problem to choose the better way.

What could you have done instead?



What would the consequence be now?

