



Behaviour Management Policy

Date of policy	September 2020
Review Cycle	Annually
Review Date	September 2021
Signature of Chair of Governors	Janet Saunders

National Legislation

The Education Act 1997 places on all schools the duty to state and pursue policies designed to promote good behaviour and discipline.

Ofsted is required to examine and report on behaviour policies and their implementation, and to report on exclusion rates.

Philosophy of the school

At Belmont, we aim to secure a happy, safe, positive and purposeful environment where children can meet their potential both academically and emotionally. Our emphasis is on developing the social and emotional aspects of children's development which enable them to manage their feelings and use these to positive effect. We aim to ensure that all members of the school community treat others with respect and courtesy. These attitudes are promoted through positive adult role models and the celebration of these qualities in learners (represented by our values).

General Principles

It is our aim to provide an environment where children take responsibility for their actions and understand the importance of following the school's expectations of behaviour. This in turn should secure the skills in children to become successful, contributing members of society.

All members of the school community aim to encourage the children to develop high standards of behaviour. This is promoted through explicit teaching of social, emotional and behavioural skills in the curriculum and through the use of encouragement and praise.

Belmont Academy recognises the important role parents play in shaping a child's behaviour. Parents are made aware of the Behaviour Policy when a child is admitted and they are asked to sign the Home – School Agreement. This helps to ensure a common understanding of our high expectations of good behaviour and an agreement with the procedures for dealing with unacceptable behaviour.

Procedures

Whole School Code of Conduct

At Belmont, our expectations of behaviour are underpinned by values. These are:

- respect, resilience, responsibility, kindness, and honesty.

Every child from Reception to Year 6 is a member of one of four Houses. They remain a member of the house throughout their time at Belmont. House points are used to foster a sense of team working and celebrate positive behaviour. Every House has a House Captain from Year 6 nominated by teachers and a vice-captain from Year 5. House competitions take place throughout the year and weekly class winners for the most house points are celebrated in achievers' assembly – this gains their house additional points.

In classrooms

The behaviour hierarchy sets the parameters of the school's expectations and provides teachers with a framework to guide appropriate rewards and sanctions. The behaviour chart visually displays where the children's behaviour is falling in terms of the hierarchy.

In the playground

If a child's behaviour in the playground at lunch is unacceptable or poses a health and safety risk to others, an adult will complete an incident form. The incident will be investigated and discussed with the child by the class teacher, then a senior leader if required due to the stage of severity (see Behaviour Hierarchy).

Personalised strategies

We recognise that some pupils, as a result of their needs, will require a personalised behaviour support plan (IBP – Individual Behaviour Plan) and associated strategies. Pupils' behaviour will be monitored according to small step targets and appropriate support will be put in place.

Response to Covid-19 Guidance for Schools

In order to promote and ensure the safety of all students and staff, students are expected to:

- follow any altered routines for arrival or departure;
- follow school instructions on hygiene, such as handwashing and sanitising;
- follow instructions on who pupils can socialise with at school;
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing);
- promote good respiratory hygiene ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands, as much as possible for the individual;
- tell an adult if they are feeling unwell;
- follow the rules about sharing any equipment or other items;
- follow the guidelines around where children may or may not play during breaks and lunches.

To ensure that no cross-contamination occurs, the physical use of the behaviour ladder by children will be suspended however the language of it will be used and referred to in order to promote the positive behaviour expected of a student at Belmont. Only adults will move children's names on the behaviour ladder.

Positive praise and encouragement should be given when students follow the above expectations and routines, alongside those normally expected of a student at Belmont.

If a student behaves in a way that would usually result in an internal exclusion, this could result in an external exclusion (stage 4) due to the requirements placed upon schools by the DfE to ensure distancing and safety. This will be measured against the severity of the incident as to whether an internal or external exclusion would be given.

Any student who commits a serious or consistent breach of the new Covid-19 protection rules may be sanctioned by the Head of School (or a person designated to do so by the Head of School) using the full range of sanctions available, dependant on the seriousness of the breach, up to and including, in extreme cases, permanent exclusion.

Operational Procedures

Teachers will always use positive reinforcement to support the behaviour of children in the school. Developing respectful and trusting relationships between adults and children promotes positive and desirable behaviours across the school. The focus of behaviour management is to recognise, celebrate and reward good behaviour. When dealing with behaviour, adults will also consider the following policies:

- Special Educational Needs
- Inclusion
- Bullying
- Positive Handling
- Child Protection

Behaviour Management in KSI/2

The behaviour strategy used in key stages 1 & 2 follows a behaviour chart/ladder. This visually displays where the children's behaviour is falling in terms of the hierarchy. Children can move within the system throughout the day and all children start the day on the positive statement: I'm having a good day.

Rewards

1. Verbal praise
2. House points
3. Class teacher postcard
4. Head of School postcard.

House points are recorded using *Class Dojo*. This is used by the adult in the class. It provides a clear and visual way for children's positive behaviour to be rewarded. Each week the child with the most house points in each class is celebrated in achievers' assembly. The winning child also earns their house additional points towards end of term and of end of year house winners.

Over the course of the year, the accumulation of house points will earn children different rewards:

- Bronze: 100 house points
- Silver: 200 house points
- Gold: 300 house points

Behaviour Chart/Ladder

All pupils start the day on "I'm having a good day". The pupils may move up and down the ladder according to positive behaviour or breach of school expectations. It is the responsibility of the adult in the classroom to physically move names.

Sanctions

When a pupil's behaviour is disruptive or not conducive to a purposeful working environment, the class teacher should take responsibility for dealing with this in the first instance. Children should be made aware that their behaviour is not acceptable and given clear reasons why.

Sanctions follow this order with movement down the relationships ladder, on-going if necessary.

1. Non-verbal prompt.
2. Verbal correction.
3. Verbal warning and movement to 'Stage 1 - warning' with the opportunity to move positively up the ladder.
4. Movement to 'Stage 2 – 5 minutes of my break/lunch with my teacher'. Child to stay in from break/lunch for 5 minutes, in their classroom with an adult.
5. Movement to 'Stage 3 – 10 minutes of my break/lunch with my phase leader'. The teacher will send the child to their phase leader to spend part of their lunch with them. The class teacher is responsible for recording this on the behaviour log. If this is during a lesson, the child will be required to stand or sit outside of the classroom to maintain appropriate distancing with adults and between students in different bubbles.
6. Movement to 'Stage 4 – I must be sent to a senior leader'. The adult will call for the HoS/DHT immediately. The class teacher is responsible for recording this on the behaviour log.

Once a sanction has been met, it is important that the pupil returns to 'I'm having a good day'. If a child is on 'I'm on a warning' prior to a break of lunchtime, they are to remain on this stage until they demonstrate a positive change in their behaviour. Children with additional needs may require a slightly different or graduated approach when being reprimanded but the principle and expectations remains the same. Any changes should be agreed with the Inclusion Leader.

When a behaviour incident has arisen as a direct result of need, this has to be looked at on individual basis. Some children with identified SEN will require an Individual Behaviour Plan with a consistent response from all staff highlighted.

Any child using racial, homophobic, sexist or xenophobic language towards another pupil, staff member or visitor will automatically escalate to stage four on the behaviour ladder and receive an exclusion. The exclusion given will be dependent on the child's previous behaviour record.

Behaviour Management in EYFS

The behaviour strategy used in EYFS follows a behaviour chart or ladder, that is more simplified than in that used in KS1 and 2. Children can move within the system throughout the day and all children start the day on a positive statement.

In EYFS, a restorative approach is adopted to help the children to learn to deal with different social situations. Adults 'coach' the children through these interactions and help them to decide on an appropriate solution to their problem. The adults encourage the children to think about the impact their actions have on other's thoughts and feelings. The children are also encouraged to take ownership of their own behaviour through the language of 'choices'.

Rewards

1. Verbal praise
2. House points (from summer term onwards)
3. Behaviour ladder (medal challenges)
4. Celebrating children as role models
5. Head of School postcard

Sanctions

Sanctions can include:

1. Non-verbal prompts
2. Verbal corrections
3. Movement on the behaviour ladder, including time out.
4. Missing part of lunch
5. Being sent to a senior leader
6. Internal/External exclusion.

Recording incidents

When a pupil moves down the behaviour chart ladder to 'Stage 3' or 'Stage 4', the class teacher records this in the behaviour log. This is monitored by senior leaders so early intervention can be put in place if necessary. It is the class teacher's responsibility to record this, even when a senior leader has been involved.

If a child displays 'Stage 3' or 'Stage 4' behaviour during break time, it is the on-duty teacher's responsibility to inform the class teacher. The class teacher must then record this incident and follow any appropriate sanctions.

If a child displays 'Stage 3' or 'Stage 4' behaviour during lunch time, a midday-supervisor will complete a 'Behaviour Incident Form'. This will be given to the class teacher at the end of lunch (even if a senior leader has been involved). The class teacher must then record this incident and follow any appropriate sanctions.

Roles and Responsibilities

All members of staff are responsible for promoting good behaviour and tackling undesirable behaviour.

Members of staff on duty at playtimes and lunchtimes are responsible for reporting any behaviour issues they deal with to the class teacher. If children are involved in physical behaviour, racism, homophobia or sexism, this must be reported directly to the Head of School or Deputy Head Teacher.

If there are significant concerns about a child's behaviour, the class teacher should discuss this informally with parents/carers in the first instance. It is important to investigate potential root causes of the behaviour in order to seek successful solutions and ensure all parties are working collaboratively and consistently. If there

is no improvement in the child's behaviour this will be referred to the SENCo/Inclusion Manager an/or SLT. As such, referral may be made to outside agencies, such as CAMHS or the Educational Psychology Service.

As a community, it is our belief that the school and parents must work as one to ensure that positive outcomes are possible for our students. It is the responsibility of all parents to work collaboratively and support the school (and individual members of staff within the school) to ensure that students work positively and are able to follow the expectations of a student at Belmont. Where this is not the case, it is the expectation that parents support the school in setting sanctions and ensure any issues are discussed and addressed at home between parents and students.

Monitoring and Evaluation

The effectiveness of this policy will be monitored independently and in conjunction with monitoring of other associated policies. It is the responsibility of the Head of School (in conjunction with the senior leadership team) to monitor, evaluate and report on the effectiveness of the policy to the staff and governors. The policy should be reviewed annually.

Reference to Associated Policies

This policy should be read alongside the following policies:

- Special Educational Needs
- Exclusions
- Bullying
- Restraint
- Substance Abuse
- Child Protection
- Race Equality and Cultural Diversity