

BEHAVIOUR POLICY

This policy reflects Noble Brains Academy values of: innovation, due diligence, equality and diversity, safety and hygiene, creative learning, positive environment, and social and communication skills.

It is a primary aim of the School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

This policy will be implemented in consistent with other policies at Noble Brains Academy, such as Child Protection Policy, School Complaint Policy, Anti-bullying Policy, Food and Nutrition Policy, and Safer Recruitment Policy.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This Behaviour Policy is designed to:

Promote an environment in which everyone feels happy, safe and secure.

Help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Encourage good behaviour, rather than merely deter anti-social behaviour.

Key points to policy implementation:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteacher, Proprietor and Governing Council will institutionalise a strong School Behaviour Policy to support staff in managing behaviour, including the use of rewards and sanctions.
- The School Governing Council and Proprietor will make arrangement towards consistent and full implementation of this policy and other supporting policies, to safeguard and promote the welfare of pupils.
- The School's Behaviour Policy must be published on the website and Handbook.

Responsibility of school's members:

The Noble Brains Academy expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Staff responsibility:

Constituent implementation of this policy is a responsibility of all staff of Noble Brains Academy.

Role of the Headteacher:

It is the responsibility of the Headteacher to implement the School Behaviour Policy consistently throughout the school, and to report to Governor Council, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher has the responsibilities to support the staff by implementing the policy, and setting the standards of behaviour.

The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupil for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. These actions are taken only after the School Governors have been notified.

When deciding on what measures to be taken, the Headteacher must seriously take into account, the School's Core Values and Governing Council's statement of Principles/Credo.

Role of the Class Teacher:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during academic and co-curriculum times.

The class teachers of Noble Brains Academy have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.

The class teacher must be a role model for the children and treat each pupil fairly, and enforce the classroom code consistently. The teachers must treat all pupils in their classes with respect and understanding.

The class teacher must ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a pupil misbehaves repeatedly in class, the class teacher must keep a record of all such incidents. In the first instance, the class teacher may deal with incidents him/herself in appropriate and diplomatic manner. However, if misbehaviour continues, the class teacher must seek help and advice from the Headteacher

The class teacher must report to parents and carers about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Headteacher) if there are concerns about the behaviour or welfare of a pupil.

The Role of Support Staff:

Support staff must provide a positive model of behaviour and ensure high expectations are made explicit to the pupils. They must inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers:

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. Parents and carers are able to address any queries regarding sanctions firstly to the class teacher, then to the Headteacher. Please, refer to School Complaint Policy for more details.

Class Rules:

- Class teachers and support staff must display in classrooms at the beginning of each academic year, guidelines for the sort of behaviour the children and adults would like to see. They should focus on the positive rather than the negative.

- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time and SEAL in the School:

All classes use Circle Time and Social and Emotional Aspect of Learning (SEAL) sessions as a tool for promoting positive behaviour. We have mainstreamed SEAL in curriculum and co-curriculum activities as an early interventions to: help pupils facilitate their personal development; explore key issues with them in more depth; allow them to practice new skills in an environment in which they feel safe, can take risks, and learn more about themselves; develop their ways of relating to others; promoting reflection.

We use Circle Time for important social interactions among young pupils. It helps develop positive relationships between kids through engaging and fun activities. It is also used to address certain issues identified in the class. Most of the time, an object is passed around the circle to show whose turn it is to speak. This provides the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Some of the activities engaged in a Circle Time include musical games, cooperative games, talking and listening exercises, drama activities and a lot more. This helps to foster a school environment where pupils respond positively to each other in a safe and friendly manner.

The School's SEAL implementation approaches aim to create an ethos and environment in which children's emotional health and wellbeing is promoted, and through which the development of their social and emotional skills is facilitated. These include School Governing Council, peer mediation programmes, playground initiatives, restorative justice approaches, worry boxes, anti-bullying policy and initiatives, rights respecting schools, values education, character education and Philosophy for Children.

Promoting Positive Behaviour:

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate pupils.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.

- Each month two pupils from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- Ending of each academic term, Best Behaved Award is given to pupils.
- Postcards are sent home to parents/carers each week to celebrate positive behaviour and achievements.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- Nobel Brains Academy expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the pupil and the class teacher should explain to the pupil what he/she is doing that is not acceptable.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session. The teacher may at this point seek further support from the Headteacher.
- If a pupil repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Headteacher. The school contacts the pupil's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act promptly to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all pupils attend school free from fear and intimidation.

APPROPRIATE SANCTIONS

- Teachers, practitioners and other adults speak to the pupils about their behaviour, using age appropriate language and try to help the pupils build an understanding about behaviour that is appropriate at school.
- During Circle Time session pupil are reminded about the expectations for behaviour.
- Any aggressive or violent behaviour results in a pupil being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss pupil's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual pupil. Teachers will discuss any of their concerns regarding a pupil's behaviour with his/her parents or carers. An individual support programme might be arranged in consultation with Deputy Headteacher and Parents/Carers.
- Teachers warn pupils verbally if their behaviour is inappropriate.
- If behaviour does not improve they are sent to time out for 4 minutes. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the pupil is not calm and cooperative after some time at the table then they can be sent to another teacher or the Headteacher.
- If there are persistent behaviour issues or incidents with a pupil the class teacher will speak or send a letter to the parents/carers with the Headteacher to talk through ideas for a solution.
- If a pupil is sent out of the class twice in one week a phone call is made to the parent then a letter is always sent home to invite parents and carers in to talk through how we can work together to change the behaviour.
- The teacher might also decide to make the child stay in at playtime or give them lunch time detention as punishment. Lunchtime detentions are recorded in the Detention book. Detentions are only issued by class teachers.
- Pupils that are identified, because they regularly display negative behaviour, may be referred to the Learning Mentor and the Inclusion

Manager to identify problems and support them with a programme of strategies to manage their behaviour.

- If a pupil continues to not follow the behaviour policy a suspension/expulsion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident book.
- In cases of extreme violence the parents will be informed either verbally, by letter, or phone call.
- Teachers must check the book. In case of more than 3 detentions in 2 weeks and parents must be notified and a meeting arranged.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and pupils.
- Pupils are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the pupil receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes. The adult may decide that they cannot go to the playground as a consequence.
- Any more serious incidents such as aggressive behaviour either physical or verbal are dealt with by the Headteacher or the Deputy Headteacher.
- Positive behaviour is rewarded with raffle tickets which are put in a classroom positive behaviour box. This procedure form part of the overall Best Behaved Award.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a 24hours CCTV monitoring day-to-day activities. This includes school premises and playground.
- Each class has a behaviour log. A record of parental contact is included within the log. This log is to be kept in the classroom.
- Pupils who are involved in incidents will have the incident recorded in the log detailing the incident, the pupil's response and action taken.

- Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a pupil's behaviour. If a letter is sent home, this needs to be recorded in the log. The Headteacher must be informed if a letter is sent home. Any phone calls must also be logged.
- If a teacher sends a letter home and receives no response from the parent/carer within two school days, the Headteacher or Deputy Headteacher should be informed. A second letter will then be sent to the parent/carer from the Headteacher or Deputy Headteacher or a phone call will be made.
- Non-academic staff must follow all the procedures in place and should report to all relevant staff.
- The following behaviour triggers a pupil being sent immediately to the Headteacher or Deputy Headteacher:
 - a) physical violence or threatening behaviour
 - b) swearing intentionally to cause offence
 - c) sexist remarks (these are recorded separately and reported to Governors)
 - d) repeated disobedience
 - e) continued inappropriate behaviour after returning from Time Out
- If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible.
- The Headteacher or Deputy Headteacher will log parent contact/incidents in the school behaviour log.

Further Sanctions

Noble Brains Academy does not wish to expel any pupil from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), expulsion is the next option for the school.

Exclusions will occur if:

- Pupils repeatedly violate the Behaviour Policy
- Pupils seriously assault children or staff

- Pupils commit serious breaches of the Behaviour Policy

