

Behaviour Policy into Practice



Kindness, Respect, Achievement

REVIEW PROCESS	
Written	January 2023
Next Review	January 2024

Intent:

At the Danesholme Academies, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. Children have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

We operate a positive behaviour management system and work hard to ensure the children understand what kind of behaviour is acceptable in the Academy and what the consequences of different types of behaviour might be.

We teach the children our behaviour expectations through the Danesholme Academies shared values Two Schools, One Community: Kindness, Respect and Achievement

Kindness	Respect	Achievement
Using kind words Having kind hands and feet Saying please and thank you Looking after each other Working together Supporting each other	Talk to everyone politely Stop and listen when someone is speaking to you Use people's names Look after our school environment Follow adult instructions first time	Try your best Ask for help when you need it Be an active participant in lessons

This protocol should be read in conjunction with the GAT 'Pupil Behaviour and Exclusion Policy', which can be found on the Greenwood Academies Trust Website:

<https://www.greenwoodacademies.org/page/?title=Trust+Policies&pid=19>

Expectations and shared responsibility

We operate a positive behaviour management system and work hard to ensure the children understand what kind of behaviour is acceptable in the Academies and what the consequences of different types of behaviour might be.

We aim to teach the children at the Danesholme Academies how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in the Academies, on an educational visit or visiting places, with or on behalf of the Academies.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the Academies, and between adults and children. All adults who work at the

Danesholme Academies have a responsibility for behaviour. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, a note explaining the incident and actions taken should be given to the class teacher for their records.

All supply teachers and new staff are expected to fully adhere to the guidance of this policy. Training is given to new staff on the implementation of this policy.

Children are more likely to behave well in their Academy when they know that their parents are involved with and supportive of what the Academy is trying to do. We want the Academy and parents to work together to ensure consistent expectations.

Positive Rewards

At Danesholme Academies we want to reward all of our pupils who make good choices about their behaviour. We want to ensure that attention is placed on positive behaviour and choices. We have systems of rewards in both academies:

- Verbal Praise
- Stickers/credit stamps
- Positive messages to parents using Class Dojo
- Diamond Dip' raffle each week
- Dojo Points
- Star of the Week

Both settings also have additional ways of rewarding children.

Securing consistent consequences

We have consistent consequences in place for unacceptable behaviour. The principles behind the consequences are that they should be:

- the minimum necessary
- immediate and short lived
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- involving parents when deemed appropriate.

In class, all teachers will use the system of: warning, reminder and consequence. This allows pupils the opportunity to modify their behaviour before any consequences are needed. The 'warning, reminder, consequence' will look different depending on the age of the child. Consequences may involve encouraging the child to move to a different area; missing part, or all of playtime; moving to another class or year group; being sent to a member of the Senior Leadership Team or a phone call home.

Suspensions and Exclusions

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Executive Principal or Head of Academy may resort to either a fixed term suspension or permanent exclusion.

This policy and all Academy processes relating to exclusions are informed by Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - July 2022 ("DfE Guidance"). Further details can also be found in the Trust's policy on Pupil Behaviour and Exclusions.

Recording behaviour

Serious incidents: bullying, vandalism, sexist, racist or homophobic abuse and serious physical violence must be recorded on the school's electronic system (CPOMS) and reported to the Senior Leadership Team. Parents may also be notified at this point.

Bullying

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally.

The NSPCC definition of bullying is:

Bullying is when individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.

Danesholme Academies has a separate policy statement about bullying which should be read alongside the Behaviour Policy.

Training is offered so that all staff are aware of what bullying may look like and it is addressed through the PSHE curriculum with pupils.

All incidents of bullying are treated seriously, are recorded on the school's electronic system (CPOMS) and involve the parents of the victim and perpetrator at the earliest opportunity.

Working with parents

Parents should be informed quickly by a class teacher if they have concerns about a pupil's behaviour either at the end of the day, a message through Dojo or by phone. As a follow up, it may be necessary to arrange a meeting in the academy to discuss and agree on a joint approach. A record of all contact with parents will be kept on the school's electronic system (CPOMS).

Exclusion from trips or visits outside the Academy buildings

On rare occasions, it may be necessary on safety grounds to provide alternative on-site education for some children.

Training

All staff are trained annually in the academy behaviour policy. As part of the induction process, staff are given a copy of the behaviour policy. Regular training is offered, when required, for different groups of staff.

Child on Child Abuse:

Child -on-child abuse is defined as abuse between children. Danesholme Academies has a zero-tolerance approach to abuse, including child -on child abuse. Danesholme Academies will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment Child Abuse. Further details on this can be found in Appendix 1.

Physical Intervention

Where it is necessary to prevent a pupil from

- causing injury or damage to the property of any pupil (including him or herself)
 - prejudicing the maintenance of good order and discipline at the Academy
- reasonable force may be used by a member of staff.

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent for support. Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result. The Academy will communicate with parents where serious incidents involving the use of force been used. It will be up to the Head of Academy's discretion to decide on the need to report, depending on the severity of the incident.

Pupil Voice

Pupils will be involved in the regular review of the behaviour policy, as well as given opportunities in class, through academy councils and in more formal monitoring to express their views on behaviour in the academies.

Searching

If we are led to believe that a child is in possession of something that they have taken without permission or may cause themselves or others harm, then a member of the Senior Leadership Team may conduct a search of a child's belongings. No physical search of a child would ever be conducted.

SEND

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole Academy behaviour management systems to be modified to manage their behaviour.

Monitoring

All staff will be responsible for monitoring behaviour at the Danesholme Academies, however the Executive Principal, Head of School, Deputy Principal, Pastoral Manager and SENDCO will also use contextual information (e.g., age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour.

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All staff will be aware that child -on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child -on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child -on child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child -on-child abuse. All staff will understand the importance of challenge inappropriate behaviour between child and will not tolerate abuse as “banter” or “part of growing up.”

Child -on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between child s.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding child -on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their child s. Staff will not assume that possible indicators of abuse relate to the pupil’s SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their child s. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school’s response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or child s. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Danesholme Academies’ Executive Principal and DSL will consider:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident.
- the ages of the children involved.

- the development stages of the children involved.
- any power imbalance between the children.
- is the incident a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, school, or college staff.
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim.
- the alleged perpetrator.
- all other children (and if appropriate adult students and staff).