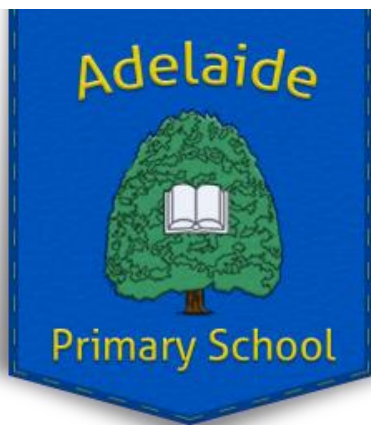


# Adelaide Primary School



## Behaviour Policy

*Respect – Equality - Effort*

*“Our vision is to provide all of our children with a body of knowledge, skills and vocabulary alongside the development of an exceptional character so that they thrive and succeed in all that they do!”*

Ratified by Governors: Spring 2024

To be updated: Spring 2025

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## **1 Introduction**

- 1.1 Humber Education Trust behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education across its academies. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life and their next steps in education.
- 1.2 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

## **2 Aims and Objectives**

We believe that building genuinely effective and positive relationships with children and families is essential to achieve excellent whole school behaviour. By setting high standards of expected behaviour, the Trust and its academies aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## **3 Application of Policy**

- 3.1 This policy applies to all members of the Trust community. The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school -organised or school -related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

## **4 Roles and Responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

#### **4.1 Board of Trustees**

The Trustees will work with the Central Team and the school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its academies. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Headteachers to account for its implementation. Trustees will ensure that they and local governors receive relevant training on exclusions, behaviour and discipline.

#### **4.2 The Chief Executive Officer**

The CEO will ensure that this Behaviour Policy is applied consistently across the academies within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

#### **4.3 Local Governing Body**

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the a school Headteacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Headteacher.

#### **4.4 Headteacher**

The Headteacher, with support from the Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **4.5 Staff**

All staff will:

- build positive and effective relationships with all pupils;
- apply this policy fairly, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;

- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.6 Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the Medical policy);
- support their child in homework and other opportunities for home learning; and
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible
- in the case of exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.7 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

### **5 Rewards**

The school believes that it is important to encourage good conduct by celebrating and rewarding good behaviour.

Good behaviour will be praised and brought to other children's attention regularly in the classroom, around the school and in Key Stage assemblies. Individual rewards as well as team and whole class rewards are used.

Positive rewards will involve the use of a wide range of verbal rewards, stamps, stickers, certificates and phone calls home. Parents should be informed when their child has behaved particularly well. There is also a whole school 'Adelaide Stars' reward system in which classes collect golden stars awarded by staff members and the local community. The class with the most stars at the end of each term is awarded with an additional local school trip. Food (in particular unhealthy foods / sweets) is not routinely given as a reward. It must be ensured that all children have fair access to rewards.

## 6 Sanctions / Consequences

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the school will use consequences. All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour.

The main consequence used at Adelaide Primary School is the 'Behaviour Chart' system. The behaviour chart comprises of different coloured sections which children's names may move between – see below.



Each session during the day signals a new start and a chance to improve. Therefore, children will start each session (morning/afternoon) in the 'green area' of the Behaviour Chart.

In addition to the behaviour board, the school uses a range of consequences in response to incidents of poor behaviour. These sanctions include:

- verbal reminders
- requiring a written apology
- confiscation of a pupil's property
- missing a break time
- removal from a class or groups
- internal exclusion during which time class work is completed out of the classroom
- use of a behaviour monitoring 'check in' system
- education off-site for a designated period
- fixed or permanent exclusion

- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a significant consequence is imposed, parents will be informed in writing.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff if this is appropriate.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:
- verbal abuse to staff and others
  - verbal abuse to pupils
  - physical abuse to/attack on staff
  - physical abuse to/attack on pupils
  - any form of bullying (to the extent not covered above)
  - indecent behaviour
  - damage to property
  - gambling on school property
  - recording or taking images of pupils or staff without their express consent
  - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances
  - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason
  - theft
  - serious actual or threatened violence against another pupil or a member of staff
  - sexual abuse or assault
  - carrying an offensive weapon
  - arson
  - unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in supporting the pupil's behaviour
  - malicious allegations against staff
  - racist, sexist, homophobic or other forms of discriminatory behaviour
  - persistent truancy/lateness
- 6.7 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

## **7 Pupils with Special Educational Needs and/or Disabilities**

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
  - has a disability which prevents or limits them from accessing the curriculum; or

- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers.

7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's special educational needs policy for more information.

## 8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.3 In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## 9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school rules and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated.

9.3 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. If the pupil refuses to give permission, the school may impose a consequence for failing to follow a reasonable instruction.

9.4 The Headteacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs



- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good safeguarding reason to do this.

## **10 Use of reasonable force**

10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil’s own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

10.4 A record will be kept of any incident in which pupils needed to be held by a member of staff. Individual Behaviour Plans will be constantly reviewed and parents will be informed as a matter of course.

## **11 Bullying**

11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

11.2 The Trust wants to make sure that all pupils feel safe in the school and are accepted into the Trust community. The Trust’s ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the Trust’s curriculum, through the active

development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does arise, the school will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow.

## **12 Complaints**

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## Appendix 1 – School Specific Behaviour Procedures

### A CULTURE OF HIGH EXPECTATIONS

At Adelaide Primary School, all children are expected to conduct themselves at the highest possible standards they are able to, taking account of all circumstances including their age, ability and their level of understanding. For example, all children will put their pencil down when a teacher is speaking, all children will open a door for others, all children will say ‘please’ and ‘thank you’ always and without exception.

All adults model the highest possible standards of behaviour, including being polite, consistently saying please and thank you, holding doors open for others and helping others.

**Children are consistently and extensively praised by all adults in the school for behaving well, being polite and helping others. There is a consistent culture of high expectations for all.**

### SCHOOL RULES

We believe that rules allow children to feel safe. Clear boundaries help children learn what is expected of them.

We keep rules simple and to a minimum, and emphasise positive language. The main school rule being:

***‘It is my responsibility to be in the right place, at the right time, doing the right thing.’***

To give children further guidance, we use these simple classroom rules across the school:



The three key words that underpin the ethos of the school are **RESPECT, EQUALITY and EFFORT.**

### Assembly Rules

- Listen and look at the speaker
- Do not whisper
- Sit still and relax, this is our time to all be together



Respect Equality Effort

### Toilet Rules

- Keep our toilets clean
- Be sensible at all times
- Respect everyone's privacy
- Wash your hands with soap



Respect Equality Effort

### Lunch Time Field Rules



To make sure that everyone is safe and happy on the field, we have all agreed to follow these simple rules:

- DO NOT throw grass at any time
- ALWAYS play in a sensible place
- DO NOT climb on the yellow bars
- Always WALK to the line and across the playground
- BE KIND & SAFE at all times

Respect Equality Effort

### WET Lunch Time Rules



We show respect and are kind to all adults and other children

- We show respect for the school equipment
- We listen to instructions from adults
- We use inside voices
- We tidy up carefully
- We have fun and relax

Respect Equality Effort

### Lunch Time Rules




To make sure that lunchtimes safe and happy, we have all agreed to follow these simple rules:

- SHOW RESPECT towards everyone
- WALK inside at all times
- SPEAK QUIETLY with your friends
- BE KIND towards everyone at all times
- PLAY KIND GAMES always
- EAT SENSIBLY to keep yourself healthy

Respect Equality Effort

### Trim Trail Rules



Children must always start at the beginning of the equipment

- Children cannot jump or run through the equipment

Children cannot run closely around the equipment

If a child cannot complete a section, they can get off and walk to the next section

Have fun and be safe

Respect Equality Effort

## REWARDS

Good behaviour will be praised and brought to other children's attention regularly in the classroom, around the school and in assemblies. Individual rewards, team rewards and whole class rewards are used. All classes have an Adelaide Stars chart in their classroom. The poster below explains how children can achieve stars. Once the class reward chart is full, children vote on the whole class reward they would like to receive, and the chart starts again.

### Adelaide Stars

- Adelaide Stars are awarded for excellence of any kind.
- Adelaide Stars can be given to individual pupils, a group of pupils or a whole class.
- Each class will collect stars as a team.
- The amount of stars each class has will be counted at the end of each term.
- When each class has filled their star chart, they can choose a class reward.
- Be wonderful and collect as many stars as possible for your class!

### ADELAIDE STARS REWARD CHART

★	★	★	★	★	★	★	★	★	★
★	★	★	★	★	★	★	★	★	★
★	★	★	★	★	★	★	★	★	★
★	★	★	★	★	★	★	★	★	★
★	★	★	★	★	★	★	★	★	★

Positive rewards involve the use of a wide range of verbal rewards, stamps, stickers, certificates and phone calls home. Parents should be informed when their child has behaved particularly well. Food (in particular unhealthy foods / sweets) is not usually given as a reward. It must be ensured that all children have fair access to rewards.