

Delce Education Centre
BEHAVIOUR POLICY



OUR VISION

At Delce Academy our vision is to create a learning environment where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others. We believe that by working together, we can establish a climate where learners work collaboratively and in partnership to ensure the quality of learning is of the highest standard.

AIMS OF THE POLICY

1. Our aim is to provide a holistic environment where children can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
2. To encourage a calm, purposeful learning environment in the Academy.
3. To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
4. To encourage increasing independence and self-discipline.

EXPECTATIONS OF STAFF

The following staff expectations should be developed and agreed by staff in the Academy.

1. To be an exemplary role model for children and colleagues.
2. To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
3. To raise children's self-esteem and develop their full potential.
4. To provide a challenging and inclusive curriculum.
5. To create a safe and stimulating environment that supports children's learning.

EXPECTATIONS OF PUPILS

The following pupil expectations should be developed and agreed by children in the Academy.

1. To work to the best of their ability, and allow others to do the same.
2. To treat adults and children with respect and to be aware of the impact of their behaviour on others.
3. To follow the instructions of the Academy staff.
4. To take care of and respect property within the Academy environment and community.

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS

As part of the Home/Academy Agreement parents are expected to support the Academy's Behaviour Policy.

1. To make children aware of appropriate behaviour in all situations and to be aware of the Academy rules and expectations.
2. To encourage independence and self-discipline, to show an interest in all that their child does in Academy and to offer a framework for social education.
3. To foster good relationships with the Academy and to support the Academy in the implementation of this policy.

MOTIVATING APPROPRIATE BEHAVIOUR

Preventative measures

- Raising student self esteem
- Communicate a sense of importance
- Ensure successful experiences
- Emphasise children's responsibility through providing choices
- Ensure circle times are part of the curriculum
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes (finished work)
- Delivering regular Mindfulness sessions to encourage reflection

Offering a well planned curriculum

Aim for quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum

Ensure good and flexible preparation of activities matched to student abilities

Vary lesson pace

Plan for and support for different student needs

Plan for other adults in the classroom

Set challenging but achievable goals

Explain tasks well

Have back up self-sustaining activities ready

-Providing a comprehensive programme of personal, social, health and citizenship education through class circle times, curriculum coverage, Global Learning and PSHE lessons

Each class is to lead circle time sessions regularly to:

- Develop clear rules for relationships.
- Teach children to respond positively
- Help children to be assertive.
- Work towards Academy aims.

Good classroom management of time

- Establish clear routines (end of lessons/day and activities)
- Allow time for clearing up, questions, and children to finish work.
- Allow children to organise their own time and tasks where possible.
- Plan for quality activities for quick finishers. Evaluate their completed task (hard enough, their best? extend task or present it better?).

Good classroom management of resources

- Have clear movement routes
- Allocate clear curriculum areas in the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness
- Share resources across age groups
- Subject co-coordinators to catalogue, promote, and organise special resources

Teaching and learning

- Vary teaching style to meet range of preferred ways of learning
- Pupils usually remain on task if the learning experience is interesting
- Core text approach

Climate for learning

- Be clear about the relevance of classroom activities
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Create a climate where children have equal status. Establish a climate where there are clear expectations about behaviour and work habits structured
- Work towards an ethos where children can have an increasing role in shaping classroom activity. Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

Conditions for personal growth

A climate where the following are encouraged:

- Active people learning with others
- Respect
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness
- Respect for the personal nature of learning, where differences in style and interest are thought to be good and desirable
- Right to make mistakes
- Tolerant of ambiguity – explore alternative solutions
- Co-operative evaluation and self-evaluation (with help)

Restorative Justice

- Conflicts are investigated fully by a member of staff
- Children involved are given the opportunity to share their concerns and views about the conflict
- Member of staff acts as a negotiator between the 2 parties agreeing a contract or arranging a meeting between the 2 parties
- Members of staff then act as a facilitator to resolve the conflict and encouraging the 2 parties involved to seek a resolution

ACADEMY PROCEDURES FOR ENCOURAGING GOOD BEHAVIOUR-

Delce Education Centre (DEC)

In the Delce Education Centre we appreciate and welcome a more individualised approach to encouraging positive behaviour, we have adapted the whole school behaviour system (Good to Be Green - GTBG) to acknowledge a graduated approach and the need to provide multiple opportunities to change behaviour choices.

Each child within the DEC will have an individual behaviour plan based on information received from the EHCP, dialogue with child & parents/carers. Based on pupil voice we have made adaptations to include:

- Five to Five / Ten to Ten – This is used for children who benefit from shorter ‘bursts’ of learning and need for breaks/reward – Five minutes of learning = Five minutes of sensory break, puzzle piece etc
- Green time – This is split in to two sessions Morning and Afternoon Green time, this enables children two opportunities to successfully gain a reward for making positive behaviour choices

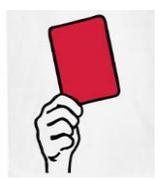
Below is an overview of our GTBG system – We can replicate our behaviour systems for parents/carers to use at home – Please speak with your child’s teacher to arrange this

Aim: The main aim of adopting the staying on green system is to supervise the day to day management of behaviour. It is a visual aid that charts the Academies " reward and sanctions system and supports the Academy rules."

Overview -The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded.

All children can work
back to green from the
yellow or red card

	<p>ITS GOOD TO BE GREEN Everyone starts on GREEN!</p>	<p><u>REWARD</u> Children gain a mini sticker for each day they remain green all day. When the children have 20 stickers they will receive a certificate from the Leadership Team.</p>
	<p>Step 1: A verbal Warning</p>	<p>↓</p>
	<p>Step 2: Warning card given</p>	<p>Warning Pupil changes the card to yellow. Reminder of Delce Academy rules and expectations. Encourage children to get back onto green and tell the child what you want to see them doing or achieve. I know you can get back to green... If I see you (describe behaviour) then you will be able to return to green When you have (describe an achievable task needed to be completed) then you will be able to return to green</p>
	<p>Step 3: Red card given</p>	<p>CONSEQUENCE Pupil changes the card to red. Children to receive a consequence in their break/lunchtime. 15 mins – breaktime in reflection room. Lunchtime in classroom. Repeat positive reminders as above. At this stage reminding children of their loss of break/lunch may only anger them more. Address this at the time of consequence.</p>
	<p>Step 4: SLT</p>	<p>CONSEQUENCE Self-Exiting/physical or persistent abusive language or if a child has received 3 red cards At this stage a purple card is sent to the office for the member of behaviour team to come and support.</p>

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



Classroom visual display:

- All pupils have a pocket with their name on
- All pupils start with a green card in their pocket
- If pupils make a wrong choice they are instructed to change their card to the appropriate colour issued by the class teacher or TA
(See below Going for Green Behaviour and Sanctions)

GOING FOR GREEN BEHAVIOUR AND SANCTIONS

Behaviours requiring a warning	Response
Out of seat Calling out and interrupting the teacher Loud noises to distract others Disturbing others from learning Beginning to challenge instructions or refusal to do learning Improper use of equipment Refusal to follow instructions given by adults	<ul style="list-style-type: none"> • Rule reminders- Use of Delce script • Remind children of behaviours you want to see • Praise for those children who are making the right choices • Non-verbal cues • Use of timers
Behaviours requiring a yellow card	Response
Repeated offence of the previous behaviours above Unkind words Inappropriate language (not aimed at others) Damaging equipment	<ul style="list-style-type: none"> • Child asked to change their green card to a yellow card • Use positive reminders and how the child can return to green • If a persistent offender log on CPOMs
Behaviours requiring a red card	Response

<p>Repeated offence of the previous behaviours above</p> <p>Threatening language</p> <p>Continued refusal to complete tasks</p>	<ul style="list-style-type: none"> • Child asked to change their yellow card to a red card. • Child to miss play or lunch to make up for lost learning time in the classroom with class teacher. (break in reflection room/lunch in class) • Teacher to make phone call home or speak with parent/carer at the end of the day • Continue to use positive reminders about how the child can return to yellow/green. • Log red card on CPOMs by 8am the next morning
<p>Additional support</p>	<p>Response</p>
<p>Causing physical harm to adults and other children</p> <p>Fighting</p> <p>Highly disruptive behaviour</p> <p>Persistent offensive / abusive language</p> <p>Racist, religious, homophobic incident</p> <p>Self-exiting</p>	<ul style="list-style-type: none"> • Contact inclusion team by sending a purple card to the office. • Removal from classroom – if required • Phone call home by Senior Leader • Record incident on CPOMs • Possible Internal exclusion in a paired class/reflection room at break/lunch of required (Length of time to be determined by a member of ELT and agreed by the Headteacher.) This will be carried out by a designated member of staff. Work set for the exclusion is the class teachers' responsibility to organise and should be work the child can complete independently. Staff administering the exclusion should have minimal interaction with the child. Child will return to class after an internal exclusion • Possible Exclusion determined by HT <p>CT response</p> <ul style="list-style-type: none"> • To talk to the class about the behaviours and how there will be a consequence put in place for that child e.g. <p>I am aware (child's name) has (describe behaviour) they are now with (SLT name) and a consequence will be given.</p> <p>When (child's name) returns to class we</p>

	<p>must encourage them to make right choices and accept them as a member of our class.</p> <ul style="list-style-type: none"> Accepting the child back into class after the incident has happened to continue their learning. <p>Staff : We have had a talk out of class and (child's name) is now ready to return to their learning.</p> <p>CT: I am pleased to see them return to class and because they have (describe behaviour) and (describe behaviour) can you turn your card to green for a fresh start.</p>
<u>Level Five</u>	<u>Response</u>
<p>Serious physical harm to another child or adult Extensive damage to Academy property Entering Academy grounds when out of bounds Being unsafe and causing others to be unsafe Disturbing the good order of the Academy Using foul and offensive language repeatedly</p>	<ul style="list-style-type: none"> Phone call home Exclusion agreed by Headteacher Exclusion letter sent home Record incident on CPOMs
<p>Stages may be jumped, depending upon behaviours exhibited Every serious incident will be assessed individually on a case by case basis and the ultimate decision and discretion regarding the consequence lies with the Headteacher'</p>	

OUR ACADEMY VALUES AND GOLDEN RULES

Golden Rules:

- Respect one another
- Be safe
- Look after our Academy

These rules are applicable for the whole Academy environment (playground, lunch hall, classroom and corridors).

Values: Each class will display our values as well as negotiated class rules. These should be bright stimulating displays which clearly indicate the value of the half term. Use of photos and symbols should be used to encourage children to interact with the displays.

Non-negotiable for class teachers

- To ensure that quality learning is photocopied and sent home for children regularly – celebrating achievement
- Regular phone calls are made per week to inform parents of good behaviour and learning
- Merits are clearly given to praise learning and achievement (keep a log for fairness)
- Well done post cards to be consistently sent home to congratulate children at home time
- Record red cards onto CPOMs by 8am the next morning

Academy non- negotiable

- Postcards to reinforce good behaviours

- Positive phone calls home
- Photocopying examples of outstanding learning to be sent home
- Conversations with parents

TRANSITIONS AND MOVING AROUND THE ACADEMY

Teachers are responsible for the way their children move around the Academy when out of the classroom. Children must move around Academy silently. Teachers need to teach students appropriate behaviours for moving around the Academy. Teachers ideally should lead their class from the front of the student line when moving about the Academy, while at the same time repositioning themselves as necessary to ensure their line is moving calmly and safely around the Academy. Teaching Assistants can be positioned to assist the smooth running of transitions times.

All children must have a class pass from the teacher to explain why they are not in their lessons. If a child exhibits inappropriate behaviours, it is the staff member's responsibility to apply the behaviour procedures.

Any adult moving around the building should:

- Ensure children move quickly to the right place if moving throughout the Academy.
- Challenge any student out of lessons. No child should be sent out of lessons without an out of class pass.

REPEATED OR PERSISTENT MISBEHAVIOUR

We need to be aware that there are experiences in Academy that can trigger off student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations.

By recording inappropriate behaviours, we can:

- Increase our awareness.
- Recognise potentially disruptive situations and attempt to minimise them.

E.g. some pupils may be unable to co-operate in a group situation for very long and they would require close observation/greater input.

If a child regularly receives sanctions for poor behaviour and a pattern is detected, this should be highlighted to the child in a pastoral meeting. The parents should also be informed of this information. The Inclusion Leader and/or the SENCO or identifies support staff should also be involved if a pattern is detected to determine if extra support is needed for the child.

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones or music players.
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy, for instance when travelling on buses or trains.
- Greater scope and flexibility in giving pupils detentions, which may include after- Academy. If the Academy feels after-Academy detention is an appropriate sanction, parental agreement will be sought. However, under the new guidelines pupils can receive detention outside Academy hours without parental consent, although 24 hours' notice to parents is necessary.
- The Head teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty on Academics to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

REPORTING AND RECORDING USE OF RESTRICTIVE PHYSICAL SUPPORT

Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log book kept in the leadership suite.

All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed within 24hrs of the incident.

POST INCIDENT SUPPORT FOR PUPILS AND STAFF

Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to students or staff. Until an incident has subsided it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

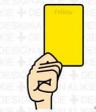
Pupils should be given time and space to calm down after an incident and when ready reintegrated back into their timetable as soon as possible.

Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require attention other than basic first aid.

All injuries should be reported and recorded on an accident form and in the accident log book.

All positive handling is logged. It is the responsibility of the staff member who administered the hold to inform the Headteacher and to log the incident.

Lunchtime supervisors and Teachers are to all follow the lunch and play time behaviour policy as detailed below:

Stage 1- Verbal  Warning	<u>Behaviours shown</u> <ul style="list-style-type: none"> • Not following or listening to instructions • Climbing in non-play areas • Entering out of bounds area • Improper use of equipment 	<u>Consequence</u> <ul style="list-style-type: none"> • Verbal warning
Stage 2- Time out from play 	Repeated offence of the previous behaviours above <ul style="list-style-type: none"> • In appropriate language/ Unkind words 	<ul style="list-style-type: none"> • To go to the 'Time out zone' in the playground for a set time. (5 minutes KS1, 10 minutes KS2)
Stage 3- Red Card 	<ul style="list-style-type: none"> • Causing physical harm to others • Threatening language • Unauthorised self-exit 	<ul style="list-style-type: none"> • Child to complete reflection sheet • If a red card is received at break then the children is to spend lunchtime & next day break in reflection • If a red card is received at lunch then the child is to spend next day off the playground in reflection

Playground purple	<ul style="list-style-type: none"> • Dangerous behaviour • Persistent refusal to follow adult instructions • Causing intentional physical harm to others • Homophobic/ racist language • Swearing at child/adult 	<ul style="list-style-type: none"> • To be taken to reflection room and ELT member on duty delivers consequence
-------------------	---	--

If a child receives 2 red cards in a week then parents may be informed and ELT will put an appropriate consequence in place.

It is a lunchtime supervisors' duty to record these onto CPOMs

Lunchtime supervisor to inform class teachers of any playground red card – class teachers to contact parent/carer.