



**GREENWOOD
ACADEMIES TRUST**

CORBY PRIMARY ACADEMY

Behaviour Policy into Practice

Corby Primary Academy

Reviewed: September 2024

Next review: September 2025

Statement of Principles

At Corby Primary Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to 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.

Aims of the Policy

To inform pupils, teachers, support staff, governors and parents of the expectations behaviour. These are:

- To create a safe and secure learning environment.
- To reward positive behaviours.
- To ensure a consistent, fair approach in managing behaviour.
- To encourage high expectations of behaviour and conduct.
- To ensure that all know and understand the reason for academy and class rules and the consequences of not adhering to them.

Academy Rules



Respect each other

Treat others as you would expect to be treated yourself. Ensure you are polite, sensitive, thoughtful and caring. Communicate in a positive way: in person and in the digital world. Work with others to support their learning and make a positive contribution to our Academy and community.

Respect our environment and community

Value our academy community by respecting our learning environment and property. Keep CorbyPrimary Academy a safe, welcoming and inspirational place to work and learn.

Respect yourself

Take pride in being a responsible, aspirational and ambitious person. Demonstrate honesty and integrity in all aspects of your life. Make a positive contribution to your own learning, our Academy and our community.

We expect staff and children to uphold these rules. All adults in the Academy community must lead by example. The qualities of courtesy and respect are paramount. The importance of good relationships between all members underpins all that we are trying to achieve at the Corby Primary Academy. In addition, we expect all children to attend the academy, arrive and leave on time, behave well on the way to and from the academy, and to try hard and aim high in all work and behaviour.

Roles and Responsibilities

The Senior Leadership Team will support colleagues in the implementation of the policy. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently by all pupils (not just those within their class). Annual behaviour management training updates are given to all staff. This policy is also part of the staff Induction pack for all new/temporary staff.

All staff should be aware of and maintain a sphere of influence at all times. All staff have a duty to praise and give recognition for good behaviours. Staff will intervene to address and support pupils demonstrating unwanted behaviour. Liaison with parents is an integral part of the role particularly for teaching staff.

Pupils are responsible for their actions and children's voice is recognised. In the rare incidents of bullying or aggression these must always be immediately reported to an adult.

Parents who have chosen to send their child to our Academy have agreed to support the policy and to make sure that they are developing and promoting good behaviour. High standards are the norm, and parents are instrumental in encouraging this through working in partnership with the Academy.

Strategies for promoting positive behaviour:

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their children; they know how well they respond to earning Dojo points and receiving positive praise.

Staff will be sensitive to individual children and their response to praise. When giving praise staff will describe what they have seen 'Well done for walking quietly', 'I like the way that xxx is sitting with eyes on me and ready to learn.' Praise might be shared in an indirect route – 'let me tell you about how well xxx completed their writing this morning'. Let children overhear you being positive.

Usually, redirecting a child's behaviour to a positive one should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. Instead, reward the children who are making positive choices and encourage a positive social norm within the class. When you see a child respond positively to this, reward for this change of behaviour choice.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem. Always aim for a win-win outcome.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will promote the behaviours you

want.

Model desired behaviour

It is important for adults within the Academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Know your class's or individual's triggers.

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised, and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write to their teacher in the class worry box, this will be looked at by each child's class teacher and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

If a child is off-task, act swiftly - notice, redirect their attention to the task.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact
- Do they show that you are in control and that you are remaining calm?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour

management. Praise can be given formally or informally, in public or in private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

Typical rewards are:

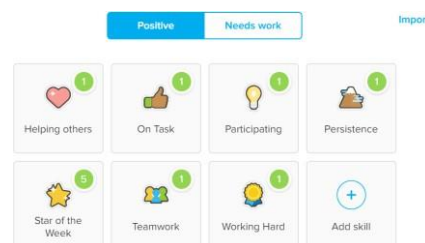
- Verbal Praise
- Stickers, praise pads etc
- Positive communication with parents
- Achievement Awards
- Dojo Points
- Dojo Certificates

Also, the showing of good work to members of the senior leadership team and other staff, displays of work around the academy are used to raise pupil self-esteem which will help to promote positive behaviour.

Dojo Points

Children at Corby Primary Academy are taught to be respectfully competitive and work hard both academically and socially to achieve Dojo Points.

Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.



Dojo Points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on the online app. Impeccable behaviour and significant acts of kindness can also earn Dojo points. Teachers can customise the behaviours or skills, such as “Good effort” and “Resilience”, and instantly award students in class Dojo points for doing the right thing.

Each class will have their page up on the electronic whiteboard in the classroom or on the class i-Pad so that they can reward the children immediately.

Children are awarded certificates for the following accrual of Dojo points:

- 100 points – Bronze Award
- 200 points – Silver Award
- 300 point – Gold award
- 400 points – Emerald Award
- 500 points – Diamond Award
- 600 points – Platinum Award

Achievement Awards

Each fortnight the class teacher will choose two children within their class who have achieved well in any area (including personal, social and emotional development). They will receive a certificate in the fortnightly celebration assembly where parents are also invited in to watch them receive their certificate

At the end of each term (3 times a year), each class teacher will nominate a child to receive a Newton Award. This is awarded to pupils who have consistently demonstrated positive behaviour and attitudes in relation to our values over the course of the term.

Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Children are taught about the Zones of Regulation through PSHE and there is a display in every classroom. On entry to the classroom, children are encouraged to recognise their feelings and move their name to the appropriate zone: red, blue, green or yellow.

Safe Place

Each classroom has a designated 'safe place' zone where our children can access if they are feeling dysregulated. Within this zone, there is a 'happy hamper' with tools and strategies that the children can use to support their regulation and return to their learning. **Time spent in the safe place is monitored and children will be required to complete any missed work with the support of an adult where possible.**

Classroom Behaviour Management System



Examples of what we want to see

Good manners, please, thank you, holding doors, polite speech
Independence and initiative
Care and pride over people, belongings and work (respect)
Sitting and listening appropriately in lessons, assemblies and lunchtimes
Following instructions
Sharing/ working together / team work / taking turns
Being kind
High levels of presentation
Having positive attitudes to work and behaviour
Resilience - willingness to have a go and try when things get tricky
Showing empathy
Making positive choices
Understanding of the expectations
(This not an exhaustive list)

Positive behaviour wall chart

Each class has a laminated positive behaviour chart where Dojo points can be recorded to enter on the system at a later point in the day to avoid disruption to learning. We follow a clear behaviour system of reminder, warn, time out and consequence.

Pupils who are demonstrating exemplary learning behaviours in class will earn DOJO points. A reminder will be given to pupils who need an initial prompt to show positive behaviours for learning. If the behaviour persists, they will be given a warning about their behaviour choice and what the staff member would like to see happen. The expectation is for pupils to make a positive change. If a negative behaviour persists, pupils will be given a time-out, which could be a removal from the class to another class for the remainder of the session to support them to regulate. If the behaviour persists, a consequence will be given.

Consequences that are proportionate to the behaviour will be given. This may include a restorative conversation with an adult or adult and child, an apology letter, support with jobs in the class or on the playground/ around school, or losing break/lunchtimes. By using a restorative approach, the pupil is guided to reflect on how their actions have affected others and how they can repair this to move forward. It is a teaching point for pupils so that they understand the correlation between actions and consequences of actions.

All behaviour incidents will be logged on CPOMS and a discussion will be had with parents/carers about the consequence given.

Class Dojo – Earning Dojos



Our behaviour policy is based on a reward system, Class Dojo, and supporting pupils to make positive behaviour choices. They can earn points and certificates for showing exemplary behaviours for learning.

Stage 2 – Warning – name recorded, and pupil encouraged to show the desired behaviours

Reminders are reminders. They are part of learning. **Reminders** are given to bring about a change in behaviour.

If the behaviour is repeated or a new “unwanted” behaviour occurs a **warning** is given. Again, a warning is a warning. It is part of learning. We will not tell parents about reminders or warnings.

Stage 3 – Time Out

If the behaviour continues, Time Out is needed. At this point the child may be asked to change their seat in the classroom to encourage the adoption of their peers’ positive behaviour choices, or they could be removed to a partner teacher’s classroom to allow the child to reset and return ready for learning. The intention is that the child can think about what they have done; re-focus on their work on a different table and get their behaviour back on track. We will communicate with parents if time out is needed and this will be recorded on CPOMS, our monitoring system.

- A restorative conversation will take place.

Examples of unwanted behaviours that <u>may</u> result in a Reminder, Warning or Time Out
For example: Shouting / calling out/ talking when not supposed to Not looking after resources Answering back to an adult

Snatching / not sharing
Telling tales
Name calling
Spoiling work/Time wasting
Pulling faces at others/inappropriate hand gestures
(This not an exhaustive list)

Stage 4 - Consequence – name recorded and an appropriate and proportionate consequence put in place

A **consequence** is given if the low-level behaviour continues, or an instant **consequence** may be given for the following types of behaviour:

Examples of behaviours that may result in instant consequence:

Damaging property/belongings on purpose
Physically or verbally violent
Significant lying/defiance

(This not an exhaustive list)

*In line with our Safeguarding policy, all incidents of racism, bullying and child on child abuse will be recorded on CPOMS and be dealt with by a member of the senior leadership team. The consequence(s) will be determined by the Executive Principal or Head of Academy depending on the severity of the incident and a pupil's behaviour record. Referral to and adherence to the GAT 'Pupil Behaviour and Exclusions Policy for Primary Academies' may also be necessary.

This behaviour will be recorded on CPOMS and we will communicate with parents what consequence has been put in place. It is important that parents/carers are supportive of this process and the child is encouraged to take responsibility for their actions.

Pupils with who receive a **consequence** may:

- Lose time from their break or lunch (or lose both if the behaviour warrants this)
- Be asked to help with classroom, lunch or playground jobs, depending on the behaviour and where this has occurred
- Be asked to work restoratively with the school to increase pupil responsibility

Pupils should not be removed from class for refusing to complete work unless they are disrupting others. Children should not complete any incomplete work during the consequence time. Work should be completed at a separate time.

The system is reset at the end of the morning session each day.

It is the teacher's responsibility to ensure that any consequences earned in the previous session are served. If they are not going to be in class the next day that the teacher covering is aware of children who have a **consequence** to fulfil. Parent notification of consequence is at teacher's discretion.

In a term:

- 3 consequences = Letter 1 to Parent /Carer.
- 6 consequences = Letter 2 to Parent/Carer and meeting with class teacher
- 9 consequences = Letter 3 to Parent/Carer and meeting with a member of the senior leadership team

Staff Responsibilities when dealing with Serious Behaviour and Applying Sanctions in the Academy:

The policy recognises that there are times when individual pupils behave in a way which will need a more severe consequence. These consequences need to be administered fairly after:

1. A full investigation of the incident has taken place.
2. The pupil(s) have been given the chance to express their perception of the incident(s).
3. Witnesses (where appropriate) have been spoken to and if appropriate notes taken.
4. Consequences for unacceptable behaviour will be recorded on the school system

Staff members also have a duty of care to the victims of incidents, and they must be given a high priority.

The academy will ensure that all relevant staff receive appropriate training and time to investigate and to record evidence and witness statements. The academy will notify the police where it is appropriate to do so e.g. weapons, drugs or cyber bullying.

Following removal from the classroom or a suspension, the pupils and their parent/carer will meet with a member of the senior leadership team to discuss reintegration and expectations going forward.

Repetition of fixed term suspensions or if the child is guilty of extremely serious misconduct, then the Principal or their representative could impose a permanent exclusion.

It should also be made clear what changes in behaviour are required to avoid future consequences. There should be a clear distinction between minor and major offences.

Group consequences must be avoided unless it can be clearly proven that each individual member is responsible for the misdemeanour.

Behavioural issues and expectations will also be addressed in circle time, classroom sessions and assemblies.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Sharing the incidents with parents via a phone call home or a meeting in school
- Ensuring that the pupils, support staff and themselves are safe
- Keep effective record keeping on CPOMS of all behaviour incidents.

The senior leadership team will support staff in responding to serious behaviour incidents.

If a serious incident occurs, where possible, remove the disruptive child from the classroom (if they will leave willingly) and refer to a member of SLT.

However, if removing the child would cause harm to the child (requires force), other pupils or staff, then the rest of the class should leave the room (each class has two exit doors) and reconvene in a suitable area (e.g. The Library or KS2 area). A member of staff should remain to observe the pupil and a member of the senior leadership team should be called for.

Pupils with specific needs

Pupils with identified behaviour needs may be invited to Games Club in the Library at lunchtime as a proactive measure to support them to regulate their behaviour. A weekly timetable for this will be shared with staff.

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. Some children may not comprehend the rules and structures of the Academy and are unable to meet expectations without additional support. For these children there will be an IEP, Risk Assessment and/or a Behaviour Support Plan written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Behaviour Support Plans must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the academy may, at this point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the academy to discuss issues concerning their child at a convenient time to both them and the member of staff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the Academy of any home circumstances that might affect their child's behaviour and attitude at the academy.

In every instance where a pupil is sent home for disciplinary reasons, the Principal will formally record and specify the length of the suspension (for reporting purposes this should be recorded as half day, whole day or lunchtime). They will ensure that:

- They are meeting their legal duty of care towards pupils, providing appropriate supervision whilst on site, and ensuring parents are formally notified if a pupil needs to be removed from site.
- Child protection issues are taken into account; and
- Pupils' human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the academy will consider whether to contact the Education Welfare Service and seek the advice of the LA about available remedies.

Consequences at Playtime and Lunchtime

All Lunchtime Supervisors support Corby Primary Academy's view of positive and negative behaviour and apply the following consistent procedures to promote positive play at lunchtime and ensure that high expectations are continually maintained.

- Adults will actively engage with children's play
- Use of stickers to reward sensible behaviour in the dining hall and whilst playing outside is encouraged
- Ensure children use play equipment safely and purposefully through effective modelling
- Lunchtime Supervisors communicate effectively with class teachers to ensure concerns are fed back at the end of lunchtime.

Should an incident occur, Lunchtime Supervisors follow an agreed procedure of consequences:

1. Reminder about positive play
2. Verbal warning
3. 5 minutes time-out – children to stay with lunchtime supervisor on the playground
4. More serious incident are referred to the Senior Lunchtime Supervisor and, if necessary, the member of the senior leadership team on duty.

Lunchtime supervisor's stickers and/or praise are given to children who demonstrate good behaviour or quick adherence to rules / instructions.

Again, the following examples of behaviour can act as a guide to teachers and lunchtime supervisors but is not intended to be a definitive list.

Low level behaviour: should only be warning:

- Not sharing
- Not taking turns
- Ruining someone else's game
- Pushing/bumping into others
- Taking someone else's ball
- Leaving someone out
- Climbing on benches or wall

Moderate level behaviour (5 minutes time out):

- Not following instructions
- Entering the Academy without permission
- Throwing equipment
- Arguing/answering back

High level behaviour (dealt with by Senior Lunchtime Supervisor):

- Swearing and adult hears.
- Physical violence
- Using an object as a weapon
- Breaking equipment or serious vandalism
- Inappropriate use of the toilet

These behaviours should be reported to the Principal or Deputy Principal and may result in a fixed term suspension:

- Swearing – AT an adult
- Racist or homophobic abuse
- Evidence of bullying (several times on purpose)
- Serious fighting

Alternative Lunchtime Arrangements

To support our children over lunchtime, it may be necessary for parents to make alternative arrangements for a short-term period.

Trips or visits outside the Academy building Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons or to be accompanied by their parent/carer.

These behaviours and sanctions are sufficiently serious to warrant withdrawal from an Academy

trip, including sporting events:

- Academy suspensions for violence - both physical and verbal.
- Pupils who are on part-time timetables due to their behaviour in Academy.
- Pupils who have been restrained or removed from class due to their behaviour.
- Children who are flight risks – those who have run away from Academy.
- Consistently refusing adult instructions.

Pupils and parents should be aware of these guidelines and all decisions should be clear, fair and transparent.

The Principal has ultimate discretion in these matters and will always take a decision that ensures the safety of all those involved.

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Physical Intervention

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the Restraint Reduction Network and the DfE.

Schools can use reasonable force to:

- 'Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.'

Training

Corby Primary Academy ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy office.

Corby Primary Academy acknowledges ***our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).***'

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks

- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy, but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end. Mobile phones must not be used on the Academy's grounds.

Behaviour outside the Academy

Pupils' behaviour outside the academy on academy business (e.g. trips, sports fixtures) is subject to the academy's behaviour policy and will be dealt with as if it had taken place in the academy.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Corby Primary Academy; however, the senior leadership team and Designated Safeguarding Leads will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported regularly to the Greenwood Academies Trust through our Education Director.

The policy is reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.