



# Behaviour Policy

(incorporating PDET's Statement of Behaviour Principles)

## Appendices

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in *Appendix 2*.

*(For a copy of the policy for a specific academy which includes Appendix 2 – see individual academy websites).*

Date	Revision & Amendment Details	By Whom
September 2022	Review and Approval	

## **Appendix 1 - Misbehaviour / Serious Misbehaviour**

### **Definitions**

**Misbehaviour** is defined as:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork • Rudeness to adults and other pupils • Poor language.

**Serious Misbehaviour** is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the academy rules
- Threatening and / or intimidating behaviour
- Verbal aggression
- Swearing
- Any form of bullying\*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Fireworks;
  - Pornographic images.
- Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## \*Bullying

Bullying is defined as:

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”  
(Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident □ Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudicebased (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
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As a Trust it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity
- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the Trust can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the academy to end the bullying. It is the Trust's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the Trust.

Details of an individual academy's anti-bullying strategy are set out in [Appendix 2](#) and the Academy's AntiBullying Policy.

## Appendix 2 - Individual Academy Information

**Name of Academy: Freeman's Endowed CE Junior Academy**

### Vision and Values

At Freeman's Endowed Church of England Junior Academy, we believe all children should have a safe and happy place to learn. To do this, we aim for all children to demonstrate positive behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions. Our school is committed to creating a caring, secure and stimulating environment in which individuals feel respected, included and valued. We believe this gives individuals the opportunity to reach their full potential emotionally, socially and academically. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in our school community to act as role models promoting our core values:

- Kindness - Joshua 2:12 - 'Show kindness to my family because I have shown kindness to you.'
- Love - Mark 12:31 - 'You shall love your neighbour as you love yourself.'
- Forgiveness - Ephesians 4:32 - 'Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.'
- Truthfulness - Psalm 15:2 - 'Walk with integrity, be righteousness, speak with truth.'
- Perseverance - Philipians 4:13 - 'I can do all things through him who strengthens me.'
- Acceptance - Romans 15:7 - 'Accept one another, just as Christ has accepted you.'

These values are promoted consistently across the school and children are taught through assemblies, themed curriculum and PSHE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the values displayed and they are regularly referred to as part of the children's learning. Children should always be praised for demonstrating the core values. At Freeman's Endowed Church of England Junior Academy, we strive for children to demonstrate positive behaviour as well as encouraging a high standard of attitudes to learning. These attributes are essential skills that contribute to success in school and later on in adult life. Our values guide us through daily life at Freeman's; we strive for all members of the school community to display these values at all times.

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying: Stop, Think, Do. Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to DO it. We encourage the children to 'Stop' what they are doing, 'Think' about the consequences of their actions and then 'Do' what they have decided is a good behaviour choice.

The school values and Stop, Think, Do should be used by all adults to support children to make the right behaviour choices. If a child has not shown good behaviour choices the language of the values should be used to help the child reflect on and improve their future behaviour.

We strive to create a culture and environment which inspires each individual within our school community to be the very best that they can be. The nature of the community we serve allows us to develop and nurture a truly inclusive, vibrant and exciting school. We recognise that all of our pupils may face a wide range of challenges at different times in their lives and we have a strong team of adults who work incredibly hard to

break down any barriers to learning, to ensure that every pupil makes the best possible progress they can. Our vision is underpinned by our Christian ethos: 'Let us not love with words or speech but with actions and in truth.'  
1 John 3:18.

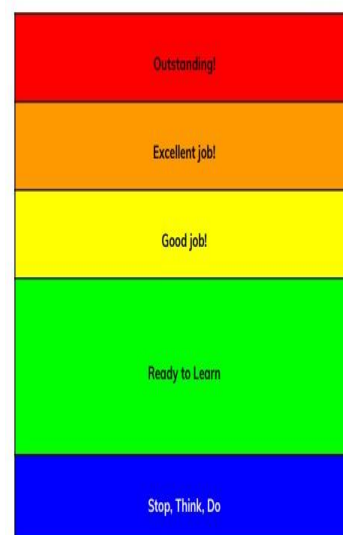
### **The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour**

At Freeman's Endowed Church of England Junior Academy, we implement our behaviour policy through the following means:

- All staff are committed to the success of our School Values. Staff act as positive role models showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested, prior to entering the school, to read and sign our Home-School Agreement, which clearly outlines our behaviour expectations.
- Our School values are reinforced through daily worship, PSHE lessons and displays. Themes such as anti-bullying and anti-racism are regularly reinforced because children are expected to respect others without prejudice or discrimination
- We are a 'Thrive' school; our children's wellbeing and Social, Emotional and Mental Health (SEMH) is a priority and at the centre of our approach. The Thrive approach gives us the tools to develop healthy, happy confident children who are ready to learn and cope with challenges in their learning and lives. Thrive is based on the latest advances in neuroscience, attachment theory and child development with a strong focus on helping children identify and express their emotions in a healthy way.
- Children with additional SEMH needs are supported through Individual Behaviour Plans and targeted Individual Education Plans. We ensure that all adults know how to respond sensitively to their needs.
- Our Family Support Worker, SENDCO and Wellbeing Team work closely with our class teachers in supporting children with SEMH needs. This is achieved through the implementation of the Thrive approach and is supported by programmes like 'Drawing & Talking' and 'Protective Behaviours'.
- As a Thrive school we believe that all behaviour is a form of communication, we strive to support each pupil through a clear behaviour system (see below). Each form of undesirable, unwanted behaviour will be supported by positive relationships with adults.

### **Rewards / incentives and sanctions:**

To promote positive behaviour, each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day. All children have their own named peg. Every child's peg is clipped on the 'Ready to Learn' section of the behaviour rainbow at the start of each day. The behaviour rainbow is displayed in each classroom and is as follows:



Staff are trained with a script in how to approach children when discussing turning their behaviour around.

Outstanding!	Positive reinforcement
Excellent job!	Positive reinforcement
Good job!	Positive reinforcement
Ready to Learn	Positive reinforcement
Stop, Think, Do	<p>Individual support at their level - quiet and not in front of class. 'I can see you are finding this difficult...if you continue I will move your peg down. What do you need to do to get back on track?'</p> <p>'I am moving your peg down because... What do you need to do to get back on track?'</p>

## Promoting positive behaviour

Good behaviour must be role modelled and promoted by all staff at all times. Around school, children should be given regular, specific praise for positive behaviour. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community. As children display positive behaviours towards our School Values, their peg is 'clipped up' the behaviour rainbow. The overall goal is to be 'clipped off' - this is where children's pegs are removed from their chart and clipped onto the collar of their shirt or onto their tie. This is to show all members of the school community, including adults, that the child has displayed outstanding behaviour and they can be congratulated accordingly.

When a child 'clips off', they gain 5 points on the Class Dojo behaviour system every time. Parents will be alerted to any positive behaviours via the Class Dojo app / website page. Children can also earn points on Class Dojo throughout the day by displaying positive behaviours for learning. Again, this is done to promote positive behaviours within the classroom and across the school.

## Behaviour for Learning

Through teaching and promoting the core values, children at Freeman's learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes positive behaviour is promoted, expected and encouraged through the use of whole class rainbows and Wow boards. Teachers all follow the principle of "praise in public, discipline in private" to support the culture of kindness.

We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying challenging behaviours they will be referred to the school's wellbeing team, their behaviour reviewed and a support programme of work is planned with an assigned member of staff. Pupil and staff safety is paramount at Freeman's and children will be encouraged to resolve any issues within their classroom. If children are asked to leave the classroom for any reason, or leave the classroom through their own choice, they will be clearly reminded of the school's social distancing expectations and how to keep themselves and others safe.

### **Rewarding Behaviour During Celebration Assembly**

Each week, teachers award certificates to children in their class who have demonstrated positive approaches to our School Values during Celebration Assembly.

These certificates are:

- Star of the Week
- Values Champion

Children are also awarded bronze, silver and gold certificates from their Class Dojo points for their continuous positive behaviour. A bronze certificate is awarded for 50 points; a silver certificate is awarded for 100 points; and a gold certificate is awarded for 150 points.

At the end of the term, there is also a Gold Mention certificate where teachers nominate a child who has shown outstanding achievements across the course of the term. We have four Houses: Saints, Cobblers, Steelbacks and Mercedes. These names are a celebration of sports teams based in Northamptonshire. Class Dojo points are added up before the Friday celebration assembly - the winning House for that week is announced during the assembly. A record is kept of which house wins each term. Points from each week are accumulated across the term and the highest scoring House will earn a reward at the end of each term.

### **Encouraging responsibility**

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school.

These responsibilities include:

1. Roles in the classroom- taking the register, table monitors, line leaders and enders etc
2. Playground leaders - Year 5 and 6
3. School Council
4. Eco council member - Year 3 - 6
5. Head boy and Head girl-Year 6 and Deputy Head boy and Deputy Head girl-Year 6
6. Worship Leaders - Year 6
7. Community and Fundraising Leaders - Year 6

### **Reflection**

It is our policy for all children to learn to take responsibility for their behaviour and to understand the consequences of inappropriate behaviour. If children are displaying inappropriate behaviours, they are pegged down on the rainbow. At Freeman's, we foster a culture of repair that encourages a child to consider 'how can I get back to Green and beyond?' so that children have an opportunity to improve their behaviour. Children who are moved down on the behaviour rainbow have the opportunity to move back up the rainbow when they display positive behaviours.

Following a behaviour incident, it is essential that an adult discusses the issue with the child, not in learning time, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can improve their behaviour, by reflecting on the STOP, THINK, DO process and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology (written at lunchtime or playtime) or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident. After a child has reflected and completed their consequence, their peg is moved back to Green. Negative Class Dojo points are not given out to our children. This is because we want to promote positive behaviours.



All classes have a 'calm space' to support children in turning their behaviour around. This is given as an option to the child to move to the 'calm space' to help them make better choices, or they can stay where they are and reflect on how they can move back up the rainbow as well.

### **Supporting Reflection**

Children with attachment difficulties will find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child.

1. I can see that you are feeling.....I understand that this must have upset you.
2. When I am upset/ cross I need to.....but it is not ok to.....if you are angry you can.....
3. I am going to help you make the right choice and put this right.....
4. Plan small steps on how to correct behaviour. First we are going to..... (and complete this step), now we are going to..... We may need to voice this thinking out loud for the children.

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the challenging behaviour and alternative positive choices for actions.

### **Adults reflecting on behaviour**

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour.

### **Encouraging good behaviour during unstructured times:**

#### **Break / Lunch Time**

If a child displays positive behaviour during lunch or playtime, their peg can be moved up the rainbow - staff in the playground must communicate this to the classroom staff. If a child displays negative behaviours at break or lunch time, their peg can be moved down when they go back to their classroom. A conversation with the class teacher by the member of staff who dealt with the behaviour incident needs to happen.

### **Beginning and End of Day**

Pupils and staff will work together as a team to make sure that all pupils have managed to achieve green or above by the end of the day. Each new day is a fresh start and all pupils will start on green. Pupils that have gone into the violet and indigo sections on the previous day will have a 'check in' time with staff at the start of the day and be supported to be as successful as possible for the day.

### **School Trips**

If staff feel a child presents a health and safety risk or there is a case of serious misbehaviour during a planned visit out of school, a Risk Assessment will be carried out and any concerns/decisions will be shared with parents/carers. The Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to the health and safety risks posed to themselves and others.

## **Bullying**

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying." (Torfaen definition 2008).

Please see the Anti-Bullying Policy on our website for our approach to dealing with incidents of bullying. The School treats any incidents of bullying very seriously. We regard "bullying" as repeated, targeted unkind behaviour. Our children recognise bullying behaviour as inappropriate, unkind, targeted behaviour happening on more than one occasion. They know to help to resolve bullying issues, they should immediately tell an adult at school. Children regularly discuss these messages in assembly and classroom learning.

Bullying is:

Deliberately hurtful or threatening behaviour. It is premeditated and usually forms a pattern of behaviour rather than an isolated incident. It involves dominance of one pupil by another, or group of others.

Bullying can be:

- Emotional: when a person is deliberately or excludes another person by being overtly nasty or unkind. An example of emotional bullying is encouraging people not to play with somebody or making fun of somebody.  
Other examples are tormenting (e.g. hiding books, threatening gestures) and ridicule.
- Physical: a deliberate physical act which results in injury or hurt feelings.  
Examples include punching, slapping or kicking or any use of violence or threatened violence.
- Psychological: This is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.

Bullying can also be:

- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on, the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Religious: related to religious beliefs and practices
- Cultural: related to cultural beliefs and practices
- Cyber: all areas of internet, such as email & internet chat room misuse; mobile threats bytext messaging & calls; misuse of associated technology, i.e. camera & video facilities

The school works hard to ensure that all pupils and parents know the difference between bullying and simply "falling out".

## **Cyberbullying**

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.

It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyberbullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room; Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook) a)

At Freeman's, cyberbullying is considered as serious as any other form of bullying. Cyber bullying issues are dealt with in an appropriate manner dependent on the severity and frequency of the issue. Cyberbullying will generally be dealt with through the school's Anti-Bullying and Behaviour Policies.

### **Pupil Code of Conduct**

#### **Playtimes / Lunchtimes**

- Children leave their classes via their classroom doors in a quiet, orderly manner
- The duty teachers and staff are responsible for monitoring the conduct of children in the playground at playtimes.
- Children are to demonstrate safe behaviour at all times.
- Permission needs to be obtained from the duty staff if a child wishes to re-enter the School building during playtime (both at break times and during lunchtime play).
- When the whistle blows children are expected to stand still and remain silent, facing the teacher, to await instructions to return to classes.
- Each class will then be called to walk into the building via the external doors. The duty teacher will oversee this and check all children are in the building.
- In the event of wet weather, it is the duty teacher's decision to inform colleagues whether the children will remain in their classrooms. Teachers will ensure adequate supervision is provided.
- For lunch, children will eat in the hall and sit where directed by a member of school staff.
- Children should eat their lunch quietly and use good table manners.
- When they have finished their lunch, children must seek permission to leave the table so that an adult can assess whether they have eaten and drunk sufficient amounts.

#### **In learning time children should**

- Listen to school staff and follow their instructions.
- Stay in their chair or space on the carpet.
- Demonstrate safe behaviour at all times.
- Keep their learning area and cloakroom tidy.
- Respect each others views or comments.
- Put their hand up to ask a question or to go to the bathroom.
- Use a classroom voice.
- Be ready, Be respectful, Be safe.