



Anchorholme Academy Behaviour Policy



Adopted by Governors/HT: Governors
Review period: Annually
Last review date: February 2024
Person responsible for policy: Mrs T Foster

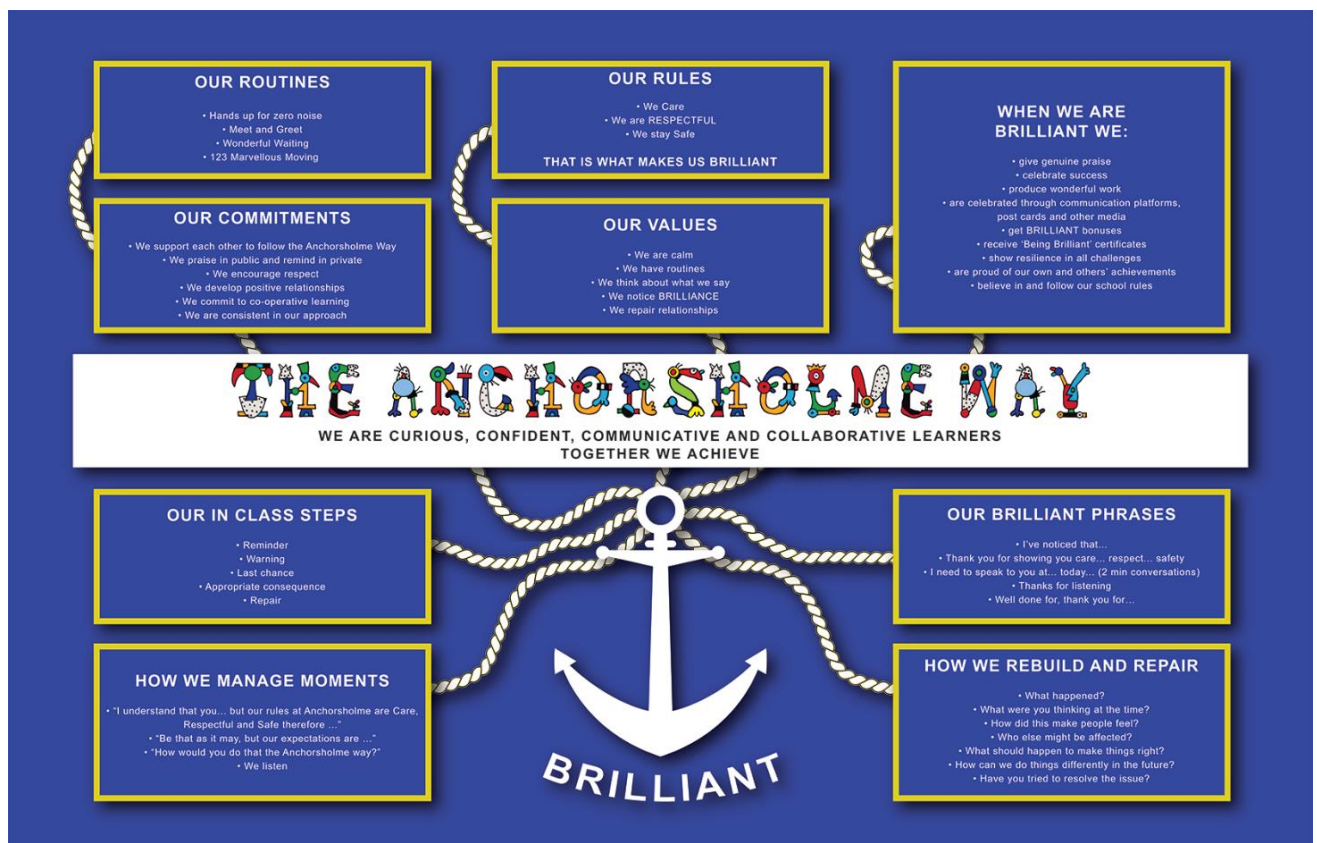
1. Statement of Intent

At Anchorsholme Academy we strive to maintain a calm and positive climate in which pupils, staff and parents respect each other equally and take a real pride in our school. We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. This policy describes the expectations we have of our pupils and the methods we employ so that successful teaching and learning can take place.

Anchorsholme Academy is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, appropriate regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and managing undesirable and unacceptable behaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated "Anchorsholme Way".
- Using a "restorative approach" in which relationships can be rebuilt and repaired.

We wish all children to be **Curious, Confident, Communicative and Collaborative** learners and see appropriate standards of behaviour as central to achieving these outcomes and to facilitate high quality teaching and learning. Our aim is always to be positive, to reward good behaviour and to avoid conflict and confrontation whenever possible. To support this aim, we have developed '**The Anchorsholme Way**' which underpins our entire approach to behaviour and is based around a restorative approach.



2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

3. Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health section of the SEND Policy.

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENDCO.
 - Headteacher.
 - Subject leader.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and behaviour policy.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

4. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items including mobile phones (with the exception of year 6 who must hand their phones to the class teacher at the start of the day and collect from the office at the end of the day)
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils.

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

5. Managing Behaviour

In line with the principles of the Anchorsholme Way, all children are encouraged to be well mannered and polite whilst in and out of school. They should respect one another, their teachers, other adults, visitors, personal belongings, school resources, equipment and the building. They should conform to a basic standard of good behaviour and understand the consequences for undesirable behaviour. Children are shown respect and kindness at all times.

Instances of serious unacceptable behaviour, eg physical altercation, are taken seriously and managed immediately with the support of the HT and/or DHT. The incident and action taken is recorded on CPOMS and parents are contacted.

The pastoral team will keep a record of all significant reported incidents to help identify pupils whose behaviour may indicate potential mental health problems and therefore in need of support.

After an initial incident of unwanted behaviour, the following actions are implemented, as set out in The Anchorsholme Way (see poster):

- Class teacher to manage the incident within classroom – reminder of Anchorsholme Way, which includes reminder of rules, warning and last chance. “Take-up time” is given.
- Reprimands are given privately in order not to shame or humiliate.
- There is an awareness of what level of the “crisis curve” the child is at and appropriate action is taken as befits the child and situation. If a plan is already in place, relevant strategies are followed.
- “Change of face” may be used if appropriate ie reminders from another adult in class.
- If behaviour continues then class teacher seeks support from year group leader by providing time out for the pupil in an alternate class within the year group.
- If behaviour persists, the class teacher and pastoral lead investigates the incident and decides whether it constitutes unacceptable behaviour – if so appropriate consequence decided. Consequence varies depending on the nature of the incident/behaviour and also on the child. SEND is taken into consideration as appropriate. Consequences are proportionate and logical.
- If the class teacher in conjunction with the pastoral lead deems the incident to be significant it will be recorded on CPOMS.
- If significant, the class teacher will contact parents to discuss the incident and consequences.
- If inappropriate behaviour continues then headteacher or a senior member of the leadership team will meet with the pupil to discuss their behaviour and outline possible consequences if repeated.
- Where deemed necessary, the pupil will be moved to supervised isolation – the Headteacher/pastoral lead will determine the length of this period (usually starting with half a day).

- In keeping with the Anchorsholme Way, all restorative conversations will be based on a restoration and repair approach and every effort will be made to ensure that the child's voice is listened to and that the motivation behind the behaviour is explored.
- The school rules CARE, RESPECT, SAFE are reinforced regularly eg in assemblies

Arrangements for repeated incidents of serious unacceptable behaviour.

The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place. This may be from the class staff, the pastoral team/SENDCO or external professionals eg The Early Help Resilience Practitioner, the Inclusion Team or CAMHS (including Children's Wellbeing Practitioners)
- Where SEND is not identified, but support is still required for the pupil, a Personal Behaviour Plan (PBP) will be created to outline the necessary provisions in place.

6. Promoting Positive Behaviour

The school recognises that strong, trusting relationships and praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. In line with the Anchorsholme Way, when giving praise, teachers ensure:

- They define the specific behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied according to the child.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.
- Tone is calm and kind.
- Praise is also sent home eg positive phone call or card
- Language is appropriate to the child.

The school has a number of options for rewards that can be given to pupils including:

- Merit system - to reward academic effort and achievement
- Dojo points – to reward positive behaviour/following The Anchorsholme Way
- House system – used by class teachers to reward a whole class or group of pupils.

- Being Brilliant Assemblies – these are held every week in both key stages to acknowledge a child from each class who have demonstrated our Anchorsholme values in their work or attitude. The parents of those pupils chosen will be invited to attend the award assembly.
- Staff use the school's dojo app to message parents to inform them about positive aspects of their child's work or behaviour in school.
- Also sticker charts, raffle tickets, spinning wheels etc in each class (varies)

The main aim of the reward processes is to encourage all of our pupils to be motivated to follow The Anchorsholme Way, work hard, try their best and display good behaviour whilst in school.

7. Effective Classroom Management

In line with the philosophy of 'The Anchorsholme Way' positive teacher-pupil relationships are key to promoting good behaviour. The school focusses heavily on forming these strong, trusting relationships to allow teachers to understand their pupils and create a firm foundation from which behavioural change can take place.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for undesirable behaviours
- Establish clear responses for handling behavioural issues.
- Encourage mutual respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils engaged.

Subject to reasonable and flexible adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the Anchorsholme Way.

8. Responding to Inappropriate Behaviour/De-escalation strategies

Where negative behaviour is present, staff members in line with the Anchorsholme Way will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

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- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Recognising that the behaviour is a way of communicating and trying to understand the motivation behind the behaviour.
- Reassuring the child that it is natural to have feelings of anger, rage, annoyance etc but that we need to work on ways to express them appropriately and safely.
- Staff recognise that every interaction is an intervention.

At Anchorsholme we believe that the pupils voice should be heard and valued. Staff will engage in a restorative conversation. They will listen and will always endeavour to rebuild and repair the relationship/situation using questions from the ‘Anchorsholme Way’ such as:

- What happened?
- What were you thinking of at the time?
- How did this make people feel?
- Who else might be affected?
- What should happen to make things right?
- How can we do things differently in the future?
- How can we resolve the issue?

Positive Handling

In line with the school’s Positive Handling Policy, **Team Teach trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. (see separate Positive Handling Policy) We have 9 members of staff who are Team Teach trained (2023) and ALL staff were trained in de-escalation techniques by the Team Teach trainer Jan 2024.

Exclusions

Anchorsholme Academy has no obligation to provide supervision for children during the midday break and any child who repeatedly misbehaves at lunchtime, or is involved in an extremely serious incident such as bullying or injuring another person, may be required to go home for lunch for a short period of time.

If a child continues to exhibit inappropriate behaviour, or an extremely serious incident occurs, the Headteacher has the power to exclude that pupil from school for a fixed period or permanently. Parents may appeal against exclusion; the matter would then be referred to the Governing Body and reported to the local authority.

If it is deemed appropriate and necessary by school staff and agreed upon by parents, a pupil may be moved to a parallel class as a positive behaviour strategy.

At Anchorsholme Academy, we use two types of exclusion: **internal** and **external**.

- An **internal** exclusion/isolation will take place in the pastoral support room with supervision provided by the pastoral team. Parents are informed.
- An **external** exclusion of a pupil should be seen as a last resort and as a school we would be required to demonstrate how we have taken all reasonable attempts to avoid exclusion. This should only occur when allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to others at the school. Furthermore, as a school we would be required to demonstrate that we do not have the facilities to support the child's needs.
- An external exclusion is always followed by a re-integration meeting with the Headteacher and parents/child.

9. Supporting Children with Emotional and Behavioural Needs

Children who exhibit emotional needs resulting in extreme behaviours will have a behavioural management programme put in place (Personal Behaviour Plan – PBP). In these cases, the SENDCO will be consulted and a meeting will be held, attended by relevant staff and the parents of the pupil involved, in order to produce a tailored package of strategies to support the child's individual needs. Outside agencies may also be consulted where required such as The Inclusion Team (SEMH advisor), CAMHS, Children Wellbeing Practitioner, Behaviour Hub at Torview and Early Help Resilience Team.

10. Transition

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year, including successful strategies and recommendations from outside agencies.

In the case of Year 6 transition to high school, all records will be provided to the appropriate high school and pre-transition meetings will be held with high school staff including specialist support staff where required.

11. Relationships with Parents

Parents play a vital role in fostering good behaviour. Communication is important at all times, particularly when challenges occur. A two-way system of communication is important so that school can contact parents and parents are also welcome in school if they have a concern. Both appropriate and inappropriate behaviour should be reported to parents. Early notice of particular challenges should be given so these can be discussed and a plan of action devised. When pupils start at Anchorsholme, parents are required to sign a home-school agreement.

As a school, we encourage parents/carers to keep us informed of any external pressures which may cause a child to exhibit challenging behaviour whilst in school.

The SENDCO/Pastoral team in conjunction with the class teacher will form the main school/home links and it is their role to communicate with families and to liaise with outside agencies.

12. Harmful Sexual Behaviours

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for

handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy in line with Keeping Children Safe in Education 2023 (KCSIE).

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

13. Behaviour off School Premises

Pupils at the school must agree to represent the school in a positive manner. High expectations of behaviour are expected both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

14. Dress & Appearance

Pupils wear their uniform with pride and dress smartly to reflect the ethos of the school. Extremes of fashion, both in terms of clothing and personal appearance are actively discouraged. In common with all other schools in the country, the Headteacher reserves the right to make the final decision regarding matters of this nature. Where families are struggling to meet the uniform expectations of the school due to cost, the school will offer guidance and support as required.

Staff need to be mindful that although there is a difference in circumstances, pupils will always compare what staff are wearing with what they are prohibited from wearing. Staff should be aware that they are regarded as role models and consistent standards of professional attire help set a purposeful and business-like manner, which promotes positive behaviour and high standards.

15. Monitoring and Review

This policy will be reviewed by the headteacher, SENDCO and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is January 2024.