

Baines' Endowed Church of England Primary Academy

Behaviour Management Policy

Our mission statement at Baines' Endowed Church of England Primary is:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

This policy complies with Section 89 of the Education and Inspections Act and should be read in conjunction with;

- Behaviour in Schools September 2022
- Pastoral Care & Child Protection Policy
- Care and Control of Pupils Policy
- Equal Opportunities Policy
- Managing Allegations Against Staff Policy
- Valuing All God's Children document
- Managing Allegations Against Pupils Policy
- Searching, screening and confiscation at school
- Equality Act 2010
- DfE Suspension and Permanent Exclusion Guidance May 2023
- Cidari Staff Discipline, Conduct and Grievance Policy
- Attendance Management Policy/MFE
- Anti Bullying Policy
- Racial Equality Policy
- SEND Policy
- Children's ALWAYS promises
- Online Safety Policy
- Early Years Wellbeing Toolkit and Graduated Approach
- Children and Families Act 2014
- When the Adults Change Everything Changes - Paul Dix

PURPOSE

At Baines' Endowed, the Academy culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of our Academy and outline the expectations and consequences of behaviour for everyone. Our Academy behaviour policy provides details on how staff and other agencies concerned with school: pupils, parents, governors, teachers, non-teaching staff, church, Cidari, LA (Local Authority) and external agencies

will support pupils to meet these expectations. This policy will be implemented in line with our Academy Christian Mission Statement and values.

INTENT

- To promote and ensure good behaviour and respect for others
- To secure an acceptable standard of behaviour of pupils
- To promote, among pupils, self-discipline and proper regard for authority
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education
- To regulate the conduct of pupils to support best learning, progress and attainment

IMPLEMENTATION

At Baines' it is everyone's responsibility to support the pupils in managing their behaviour. Behaviour management is led by a member of the Senior Leadership Team who is responsible for overseeing the implementation of the policy along with ensuring appropriate training is in place. The Academy has well established systems and social norms with the mission statement and values. Specific rules are in place across the whole Academy with regards to behaviour in learning spaces (classrooms, halls, playgrounds, breakout rooms) and behaviour in transitional spaces (corridors). Pupils are taught the skills to manage their behaviour and the expectations of consistency regardless of where they are and which adults are implementing the policy.

Our Academy uses a positive and restorative approach to behaviour management with consequences to address persistent poor behaviour. Pupils hear the same messages in the same way from all members of staff. Pupils who do not follow the rules will receive a '30 second intervention' which will be picked up by the member of staff who identified the breaking of rules.

Some pupils may take longer than others to develop the ability to manage their behaviour, and a system of consequences (see Behaviour Response Procedure) is in place and children will be supported in a variety of ways, either as individuals or groups. Incidents of poor behaviour will be recorded on Arbor and analysed regularly by the Behaviour Mentor. Children will be identified and appropriate interventions will be sought. If improvements are not made, additional support will be sought from external agencies such as the Inclusion Team, Educational Psychologists, Early Help services.

Specific 'Hate Crime' incidents will be recorded on the appropriate form in line with LA requirements.

The Role of Staff

All staff will implement the Behaviour Management Policy within the Academy's 'Culture of Kindness' and will receive regular (on induction and at least annually, more frequently if necessary) training, development and support on behaviour management in a variety of ways. This may be in person, via e-mail or as peer support. All staff are responsible for ensuring the policy and its principles are adhered to. Leadership and management of this is ultimately the responsibility of the Headteacher supported by the Senior Leadership Team.

Pupils are supported by a variety of adults throughout the academy on a daily basis. There is a small, dedicated team of more specialised pastoral staff who support those pupils with additional needs where those needs might affect their emotional wellbeing and, as a result, their behaviour,

along with providing support and guidance to other members of staff and parents/carers as necessary.

SENDCo - leads and manages provision for children with additional needs

Behaviour Mentor - supports children and staff with specific behavioural needs

Learning Mentor - supports children and staff to ensure classroom learning can take place

Pastoral Engagement Officer - supports children, families and staff with other pastoral/social needs

The Role of the Governors

Governors are closely involved in developing the culture of the school and in promoting a positive climate within it. One governor has responsibility for oversight of the special educational needs provision within school along with safeguarding/pastoral care. Governors are kept updated through both formal and informal visits to the Academy and through Local Governing Committee meetings. In extreme cases the headteacher will inform the chair of governors and arrange exclusions as a last resort to preserve the safety and well-being of all involved.

Lead governor: Lindsey Taylor

The Role of the Pupil

All pupils receive regular (at least half termly) learning support on behaviour management in a variety of ways. Pupils will be taught the rules, expectations and consequences around behaviour management and conduct both within and outside of the Academy. They are expected to manage their behaviour appropriately with guidance and support. Reintegration meetings occur following suspensions and involve the parents/carers if it is an external suspension. Such meetings involve the re-induction into behaviour systems, rules and routines.

The Role of Parents/Carers

It is expected that parents/carers will support and work in partnership with the Academy to establish and maintain appropriate behaviour both within and outside of the Academy. A Home/Academy Agreement is shared on the Academy website and with parents/carers during the admission procedure.

Out of School Hours

Whilst it is recognised that the Headteacher has the authority to intervene with misbehaviours out of school hours, it is the opinion of the Trust, Academy and Governors that at these times, it is the responsibility of the parents/carers to manage their children. Any incident that occurs outside of the Academy, which impacts on Academy life or brings the reputation of the school into disrepute, will be dealt with in accordance with Academy procedures. Any reports of poor behaviour outside of the Academy will be relayed to the parents/carers of relevant children and other services/authorities as appropriate. The Academy may take action such as inviting other professionals into school to educate and support children e.g. PCSO.

IMPACT

The impact of this policy will ensure that;

- Children will behave in a safe and respectful way throughout the Academy.
- Children will feel safe and respected throughout the Academy.
- Children will be able to concentrate on their learning and make good progress.
- Children will develop their social skills to enable them to become fully functioning members of society.
- Staff will be well trained, and able to implement the policy.
- Parents will support the Academy values and approach to behaviour management.

Review

Policy to be reviewed September 2025 by Pastoral Lead/SLT

signed date Pastoral Lead/SLT

signed date chair of governors

RACIST/BULLYING/HATE CRIME REPORT FORM

School _____

Date & Time of Incident _____

<u>Perpetrator</u>	<u>Victim</u>	<u>Nature of Racist Incident</u>
Pupil/Pupils	Pupil/Pupils	Verbal Abuse
Outside Person(s) inc Parents	Outside Person(s) inc Parents	Violence
Teaching Staff	Teaching Staff	Provocative Behaviour
Support Staff	Support Staff	Graffiti
Unknown	Victimless Incident	Possession/Distribution of Racial Material
<i>Where known:</i>	<i>Where known:</i>	Other
Ethnic Origin	Ethnic Origin	<u>Nature of Bullying Crime Incident</u>
Sex	Sex	Verbal
Age/Year/Group	Age/Year/Group	Physical
<p><u>Brief Description of Incident:</u></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		Racial
		Homophobic
		Text Message/ MSN
		<u>Nature of Hate Crime Incident</u>
<p><u>Brief Description of Action taken:</u></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		Race
		Religion & belief
		Disability
		Sexual orientation
A MORE DETAILED REPORT WILL BE HELD IN THE SCHOOL FILES.		Transgender

Signed: Print Name and Role Date: Please send completed forms to: Ged McNally, Exclusionsfromschool@blackpool.gov.uk	<u>Place of Incident</u> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; text-align: center;">Classroom</td> <td style="width: 20%;"></td> </tr> <tr> <td style="text-align: center;">Corridors</td> <td></td> </tr> <tr> <td style="text-align: center;">Social area</td> <td></td> </tr> <tr> <td style="text-align: center;">Out of school</td> <td></td> </tr> </table>	Classroom		Corridors		Social area		Out of school	
Classroom									
Corridors									
Social area									
Out of school									

PRIVATE & CONFIDENTIAL TO SCHOOL

<u>Perpetrator</u>	<u>Victim</u>	<u>Witness/s</u>
Pupils/Pupils:	Pupils/Pupils:	Pupils/Pupils:

Description of incident:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Description of Action taken to resolve incident/ any follow up action required:

.....

.....

.....

.....

.....

Member of Staff:.....