

# Keelby Primary Academy



## Behaviour Policy (Including Restraint and Anti-bullying)

### A Positive Approach to Good Behaviour

### **Children and Good Behaviour**

At Keelby Primary Academy we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering good behaviour.

We believe that good behaviour needs to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it. This policy is about how we do this at Keelby Primary Academy and sets out:

- What we mean by good behaviour
- What we think are the benefits of good behaviour
- How we encourage good behaviour in school.

### **What do we mean by good behaviour?**

At Keelby Primary Academy we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Quiet and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakrooms, at lunchtimes, in the playground, at after school clubs as well as during classroom hours.

### **Benefits of Good Social Behaviour**

By encouraging good behaviour we know we will be supporting the ethos at Keelby Primary Academy, one that aims to foster a very positive attitude to life. We aim to promote self-image and respect for the attitudes and values of others.

As well as developing self-confidence, our children will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children at Keelby Primary Academy to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as

well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered learning climate in which all children are free to realise their potential.

We welcome supportive contributions from parents/carers as there are several benefits to be gained from viewing the development of good behaviour as a home/school partnership. Parents/carers can feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

### **How Do We Encourage Good Behaviour?**

At Keelby Primary Academy we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision making

As adults we:

- Recognise and highlight behaviour as it occurs
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents/carers know about their child's good behaviour

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this.

Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time. We don't have a list of 'school rules'

but 'Our School Building Blocks' are what we believe to be important values for our children. They are the firm foundations we build upon at Keelby Primary Academy and are used to reinforce positive behaviours and high expectation across the whole school community. (see appendix 1)

Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased.

At the beginning of each academic year each class sets their own class rules and expectations for behaviour and learning.

### **Our Reward Schemes**

There are times when we feel it is appropriate to acknowledge good behaviour in a special way. For each key stage and class the teaching staff and pupils follow the school behaviour policy and reward system. Pupils are rewarded with Dojo's, for respect, empowerment, belief, hard work, beautiful work, homework and reading. Dojo's are celebrated in a weekly 'Dojo Assembly' and parents are informed via the class dojo app. Pupils are also given opportunities to be rewarded with team points for their House. These lead to a celebration at the end of each half term.

### **House Points**

Each child has been placed in one of our three House Teams.

- Fire - Red
- Water - blue
- Earth - Green

House points are collected by each child for Dojo's they receive. At the end of the week the house points are totalled and announced in our celebration assembly. They are also added to a running total on the school website. During the last week of the school year the team that has accumulated the most points will be awarded the House cup. Using this whole school approach for reward establishes links between younger and older pupils and team spirit.

Individual certificates are given out for work that is worthy of additional praise. This is also celebrated during Friday assembly.

### **The Cupcake Kid**

At the end of each half term the teachers choose one child from their class who has shown amazing learning and behaviour a certificate and special cupcake is presented to the child.

### **Always a Super star...**

Children who are consistently well behaved and show impeccable learning behaviours can be awarded a 'super star' certificate and these will be celebrated on our Always a super star hall of fame.

### **Dinner Times**

Pupil's also have opportunities during lunch times to gain 'Dojo's'. These are rewarded by the lunchtime supervisors for the seven main points mentioned earlier in the policy and by making healthy choices.

### **How We Deal With Poor Behaviour**

At Keelby Primary Academy we build positive relationships and through these reinforce examples of good behaviour. As a result pupils behave well in school and show respect for one another and adults. Keelby behaviour expectations are clearly displayed in all classrooms. Every pupil starts each day in the good behaviour zone, (see appendix 3). In the rare case of poor behaviour children are initially reminded to make the appropriate behaviour choices if the behaviour becomes frequent and reminders are not adhered to then they would be moved in to the disappointing behaviour zone and the consequences listed would be applied.

At Keelby Primary Academy we have five types of behaviour that we consider to be unacceptable and these will be reported to the Headteacher if any child is exhibiting these behaviours.

These behaviours are: -

- Bullying
- Swearing
- Violence
- Dissent towards a member of staff or peers
- Racism/Prejudice remarks

### **How We Deal With Unacceptable Behaviour**

Within any one term, if a child is placed into the "Blue Book" the child will be spoken to the any issues will be resolved and consequences will be given for their behaviour. Parents will be informed. If a child goes into the "Blue Book" a second time within a term the parents, child, Headteacher and Class Teacher

will meet to draw up targets for the child and an appropriate behaviour plan will be put in place which is tailored to the child's need.

**If a child is placed in the "Blue Book" three times, at the Executive Principal's discretion, a term a fixed term exclusion may take place. This would be in severe cases. Initially this may be an internal exclusion from peers to work in isolation. Fixed term exclusions are sequenced and increase in the number of days as additional exclusions are issued. The number of days does not include the day the offence took place.**

**When a pupil is excluded they are not subject to the blue book policy until the Executive Principal believes the initial poor behaviour has been rectified. If the pupil continues to exhibit the poor behaviour they will be excluded immediately and the exclusion number of days will be increased. If the behaviour is not rectified by the fourth exclusion the pupil will be permanently excluded and the pupil will be removed from the schools' roll.**

**However, if the Executive Principal feels the behaviour is extreme, a permanent exclusion can take place at any time.**

### **THE USE OF RESTRAINT (DFE updated 2015)**

In extreme cases a child might present behaviour that requires some form of restraint.

**'Reasonable force'** covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

**'Reasonable in the circumstances'** means using no more force than is needed.

**'Restraint'** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

#### **Schools may need to use the above 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 stopping a fight in the playground.

**If restraint or reasonable force is used then it must:**

- be in the best interests of the child
- use minimum force for the shortest time
- prevent injury, pain and minimise distress
- maintain dignity
- be reasonable and proportionate
- be recorded on an incident report form.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupils.

Staff Team Teach training is regularly updated in accordance with guidelines

**Behaviour Outside of the School Site**

The Department of Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. All Keelby Primary Academy pupils are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours.

**Anti-Bullying**

*'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*  
(Preventing and Tackling Bullying, Advice for Senior School Leaders, Staff and Governing Bodies, 2017, Department for Education)

**Bullying will not be accepted or condoned. All forms of bullying will be addressed.**

**Bullying can include:**

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and or suggestions
- Unwanted physical contact

We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

**We at Keelby Primary Academy believe that:**

- Bullying, including cyber bullying, is unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness. We are a 'telling' school.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- Pupils will talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- Our pupils are involved in decision making about matters that concern them
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school. Eg through family groups, school council, assemblies and consistently promoting a message that all our children are important and have the right to be safe, happy, respected, listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, volunteers, support staff etc know how to respond if they witness or are told of a bullying incident.
- We communicate with parents and the wider school community effectively on the subject of bullying and how to report it.
- We ensure all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for both the victim and the bully in order to affect future behaviour.
- We promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations.



### **Reporting incidents of bullying: Advice for parents/carers (see Appendix 2)**

There are several methods for reporting suspected bullying incidents:

- Please make a report in person
- Please contact the school by phone and ask to speak to your child's class teacher or the Principal.
- Please email the school.
- Please write a letter.

### **Investigating allegations of bullying**

When parents have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken. Our response is as follows:

- The teacher or Principal, will contact the parent making the report about your concern within one school day.
- Staff will talk to all parties concerned to establish what has happened and if the incident is considered bullying.
- Where necessary, the principal will talk to the parents of the victim and the parents of the bully (this would usually be done separately) within 5 working days.
- Please be aware that we cannot discuss any other child except your own.

### **Our approaches to dealing with bullying**

We believe that everyone involved in the life of Keelby Primary must take responsibility for promoting a common anti-bullying approach. We agree to:

- Tell
- Be supportive of each other
- Provide positive role models
- Convey a clear understanding that we disapprove of unacceptable behaviour
- Be fully involved in the development of the behaviour and anti-bullying policy and practice
- Support one another to implement the policy

All staff are expected to report incidents of bullying to the Principal and have vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

**Staff have agreed to:**

- Provide children with a framework of behaviour including reward and rules which support the whole school policy
- Emphasise and behave in a respectful tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role play, discussion, peer support, school council etc
- Through the Principal keep the governing body well informed regarding issues concerning behaviour management

**Academy Improvement Committee has the duty to:**

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

**Through the development and implementation of this policy, we at Keelby Primary Academy hope that all children, parents/carers and staff will:**

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

**Empowerment**

As mentioned earlier, we do want our children to feel that they have an important role to play in the running of their school. To that end we have a 'school council' which meets every week as a committee and then leads a weekly assembly. Every child is free to raise whatever issue they like at these times and then the council committee endeavours to be the 'problem solver'.

By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Keelby Primary Academy.

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school. Monitoring by senior leaders is ongoing, and any issues which give rise to concerns are discussed and acted upon. Positive reinforcement of good behaviour is evident throughout the school.

This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding.

All policies are available on the school website or hard copies are available upon request.

Keelby Primary Academy  
September, 2022

# Our School Building Blocks

Our building blocks are what we believe to be important values for our children. They are the firm foundations we build upon at Keelby Academy!



## Respect

To get respect  
we must give  
respect

### What this means to us...

We expect everyone at Keelby Academy to be respectful to each other. We care about each other, look after the environment and always use good manners. There is no excuse for rudeness! We respect that we are all different and have different opinions, we listen, share support and show understanding towards everyone!



## Empowerment

We can be anything  
and everything we  
want to be

### What this means to us...

We expect everyone at Keelby Academy to make their own choices. We encourage individualism, knowing ourselves as learners and responding to situations in a carefully thought out manner. We aim to develop confident, articulate pupils who have the skills that will help them to succeed in life. We are all responsible for our own actions!

## Belief

To succeed we  
must first believe  
that we can

### What this means to us...

We expect everyone at Keelby Academy to believe in themselves and each other. We share a 'can do' attitude, we support one another and work as part of a team and a wider community. We believe we can achieve anything if we work together!

## **APPENDIX 2: BULLYING-ADDITIONAL INFORMATION FOR PARENTS**

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adopted to suit the nature and severity of the incident, and the response of those involved.

**Before progressing it may be useful for parents/carers to consider the following:**

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?
- (Although incidents may not be bullying they will always be followed up thoroughly by school and dealt with appropriately.)

**When a bullying incident has come to the attention of Keelby Primary Academy, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent of any any child except their own.**

**Keelby Primary Academy will:**

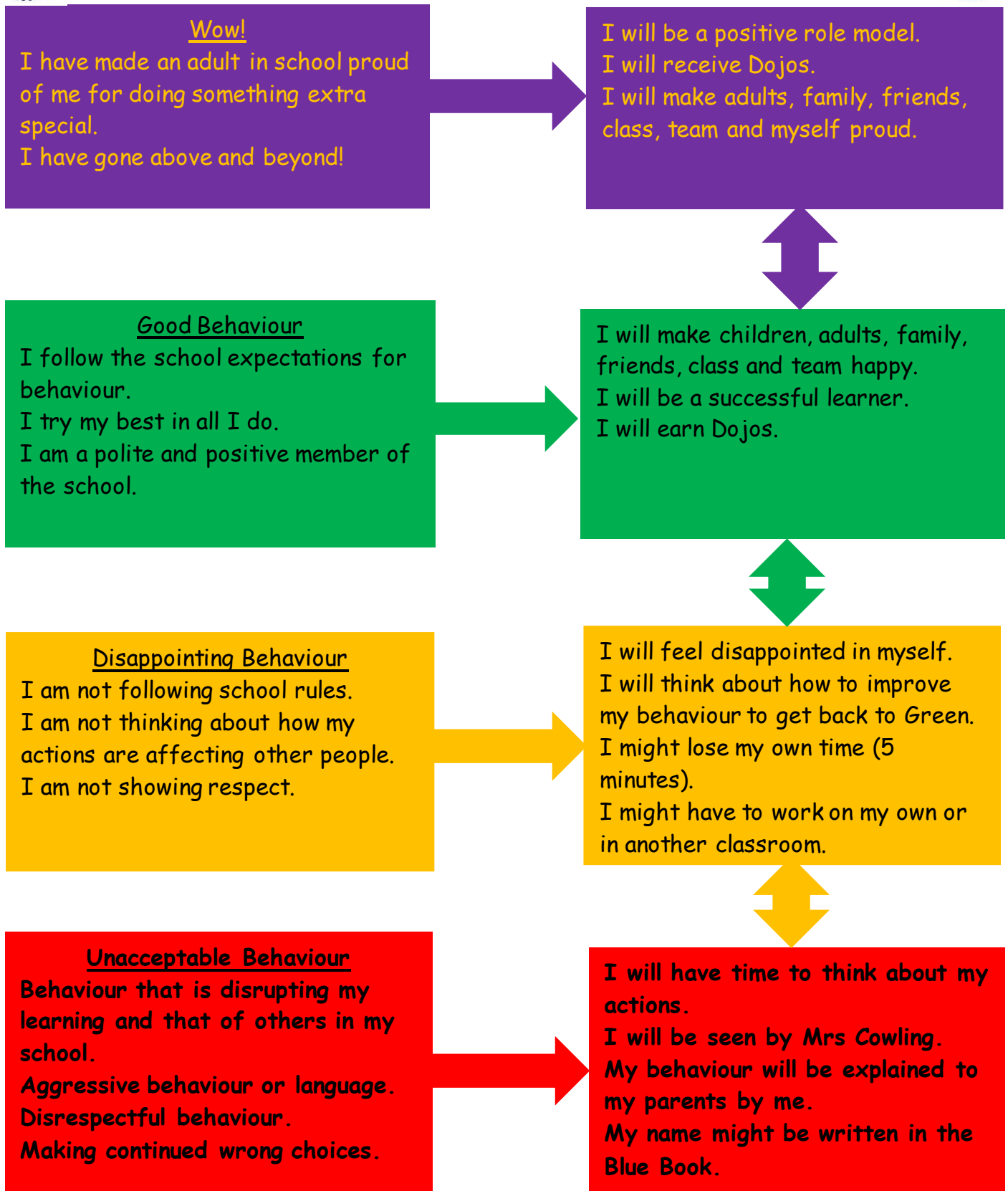
- Talk the incident through with the parties involved
- Support the person who has been bullied to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rule(s) have been broken
- Discuss strategies for making amends

**Actions will be in line with our behaviour policy, and may include:**

- Incident will be recorded in the blue book- parents informed
- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative approaches
- Time away from an activity or privilege
- Second Blue booking- Meeting with staff, parent and child
- Formal letter home from Principal expressing concerns
- Time out from classroom and peers - internal exclusion
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion



## Appendix 3: Keelby Primary Academy Behaviour Expectations



### Our Behaviour Code

Respect

Empowerment

Belief