

Eaton Bray Academy



BEHAVIOUR AND DISCIPLINE POLICY

V8.0

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Behaviour and Discipline Policy

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AMENDMENT HISTORY

Issue	Author	Date	Description
V0.1(Draft)	SH	4/1/05	Initial draft
V1.0	SH	21/04/06	Update
V2.0	SH	22/01/08	Update
V3.0	SH	08/10/09	Update
V4.0	SH	6/2/10	Update
V5.0	SH	27/01/11	Reviewed for Academy
V6.0	SH	14/02/12	Updated
V7.0	SH	16/01/2017	Updated with additional information re. exclusions
V8.0	LAM	20/11/2020	Updated with change of Head
V9.0	LM	5/10/2021	Added Legislation and Statutory Requirements



Introduction

At Eaton Bray Academy we want everyone to be a happy, inspired, lifelong learner. In order to achieve this we believe that every child should have the opportunity to develop in a happy, stimulating, emotionally stable learning environment which:

- accepts the individuality of each child
- develops self esteem and sensitivity to others
- develops a sense of community and an understanding and acceptance of school rules
- every child feels safe

At Eaton Bray Academy we are committed to the fostering of good social attitudes and the development and maintenance of good manners and friendly relations between all pupils and staff. We believe that this is a fundamental element of being a happy and successful school, alongside a sense of collective responsibility and a feeling of commitment on the part of staff, pupils, parents and governors.

Mrs L. Mercer
Headteacher



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1 AIMS

We aim:

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- to have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- to make boundaries of acceptable behaviour clear and to ensure safety
- to raise awareness of appropriate behaviour
- to help pupils, staff and parents have a sense of direction and feeling of common purpose

2 LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (dfe) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy (see separate policy)

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.



This policy complies with our funding agreement and articles of association.

3 INTENDED OUTCOMES

- There is a common understanding of what is acceptable behaviour throughout the school and there is a consistent approach to rewards and sanctions.
- Children are aware of the structure of discipline throughout the school.
- Children are encouraged to be responsible for their own behaviour. Our three rules are: we are kind, we are honest, we show respect.
 - Showing respect means being tidy, polite, and following directions
- School rules are kept to a minimum - they exist to ensure the health and safety of everyone in school and to promote the best environment for learning and well being.
- Rules are discussed with children on a regular basis and the reasons for them considered by groups or individuals.
- Our values and school rules are displayed and encouraged at all times
- Parental co-operation is evident.
- Every opportunity is taken to reinforce our policy.

4 EXPECTATIONS

Expectations for behaviour at Eaton Bray Academy are based upon our shared values.

We are kind

We are honest

We show respect (we are tidy, we are polite, we follow instructions)

These values guide behaviour throughout the school and we discuss these on a regular basis.

5 REWARDS AND STRATEGIES

It is very important that the positive aspects of praise and reward should be emphasised at every opportunity.



Anything which recognises that children have achieved what has been asked of them is desirable. We recognise and praise effort and good behaviour in children through the use of positive reinforcement:

- Verbal praise
- Comments on their attitude to work (challenge, perseverance)
- Awards – wide range from stickers to merits
- Certificates from staff and children – pupil of the week, star of the School, Head Boy and Girl, Ambassadors, Sports Personality...
- Nursery – leaves on a values tree
- Award Assembly and Class assembly - celebrating achievements
- Golden time 'free time'
- Lunchtime award chosen by lunchtime supervisors
- Seeing headteacher/other members of staff/ showing/telling other children
- Use of Circle time

6 DEFINITIONS

When considering behaviour which has broken expectations it is important to have a broad definition to consider.

Misbehaviour is defined as:

- Disruption in lessons, assembly, on trips and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations including repeated misbehaviour
- Any form of bullying
- Sexual violence or Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes



- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Showing disrespect to adults within the school

When considering any misbehaviour or serious misbehaviour it is important to take into account the intent and age of the child when considering an incident.

7 STRATEGIES

Children are made aware when their behaviour has not met expectations and encouraged to make amends.

Often a quiet reminder will encourage children to adapt their behaviour. There should be a different response from adults according to the degree of misbehaviour.

Throughout the school children will be given a warning that they have broken one of the three rules. If they do not amend their behavior then an appropriate sanction will be put in place depending on their age such as missing a breaktime, time-out or similar. Further to this, if the behaviour does not improve the child will be sent to a member of SLT and parents will be informed.

Playtime

Behaviour expectations at playtime are the same as in lessons - children are expected to model the values of the school. If a minor incident occurs then the child will be reminded. If needed this will be followed by an age-appropriate time out with the adult on duty. If further action is needed then the child will be spoken to by a member of the Senior Leadership Team. They will also have time away from the playground.



Persistent Behaviour Difficulties

Children whose behaviour is a cause for concern will be closely monitored by the class teacher/ key person and a written paper record will be kept. This will be copied for the Head and recorded on our online behaviour log. The parents will be invited to discuss the problems and, if necessary, EBD services will be consulted.

Serious Misbehaviour

In the instance of serious misbehaviour it may be considered that escalation directly to a member of the senior leadership team is the most appropriate course of action. At this point a member of the senior leadership team may determine that a time out, internal exclusion, temporary exclusion or permanent exclusion are necessary. When an individual is referred to a member of the Senior Leadership Team the parent will be informed.

8 BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is not accepted at Eaton Bray Academy.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.



9 PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing significant damage to property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Be logged in a bound and numbered book

10 CONFISCATION

We may confiscate an item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Items will be stored in a safe place.

11 EXCLUSIONS

Any child who continually disrupts and does not respond to normal sanctions may be subjected to some form of exclusion, following consultation between school, parents and governors.

Please see our exclusions policy for further information.

12 SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.



13 RECORDING

It is important that incidents of behaviour which does not meet expectations are recorded. This will allow potential patterns to be identified, in order to allow for the most appropriate support to be provided. It will also allow for any potential links to safeguarding concerns to be identified.

Misbehaviour

Smaller incidents of misbehaviour should be recorded within the classroom. If this behaviour becomes regular than this should be uploaded onto the school's online system.

At this point it may be helpful to begin recording using an ABC recording sheet (see appendix)

Serious Misbehaviour

Serious misbehaviour should be recorded as soon as possible onto the school's online system. The ABC system should be considered when recording an incident, with details of the antecedent, behaviour and consequence included to allow for an understanding of the whole incident.

14 ROLES AND RESPONSIBILITIES

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently



- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

15 LINKS TO OTHER POLICIES

- Child Protection Policy
- Exclusions Policy
- Anti-Bullying Policy





Eaton Bray Academy ABC Behaviour Reporting Chart

Date	Time	Location	Antecedent (what happened directly before?)	Behaviour	Consequence (what happened directly after?)	Possible Function