



The Shared Learning Trust

THE RUSHMERE
PARK ACADEMY

Behaviour, Ethos and Ethics Policy

To be reviewed September 2024

Mr Callender, PRINCIPAL
THE SHARED LEARNING TRUST

Rationale

Everyone within the Rushmere Park Academy community has a right to a safe, orderly and positive environment in which to learn and work. We aim to teach children to choose responsible, respectful and safe behaviour, raising their self-esteem and promoting their self-efficacy.

This policy is in place to ensure that pupils at The Rushmere Park Academy experience a consistent and clear response from both adults and children in school. This will therefore reduce inappropriate behaviour and allow for effective teaching and learning to take place.

Aims

- encourage responsible behaviour and raise children's self-esteem
- provide a framework which allows us to clarify the behaviours we expect from children and what they can expect in return
- encourage children to have a sense of pride and ownership in their school
- promote an understanding of community and personal accountability which will equip the child well for the responsibilities of citizenship.
- prevent bullying, racism and anti-social behaviour

Guidance

1. Our Behaviour Policy recognises the fact that most children behave appropriately and make good choices most of the time.
2. We work fully with parents and carers to support our Behaviour Policy and we will share it with them and remind them of it when relevant.
3. Behaviour is learned, so we will take time to teach good, positive and acceptable behaviour throughout our curriculum.
4. Staff are involved in the process of formulating this policy and are trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead we operate a system of choice where children decide the consequence of their own actions with the support of the teacher. It allows children to make a personal decision about the type of behaviour they will choose in the full knowledge of the consequences of their choice.
6. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of Reasonable Force DfE circular 17/07/2013
8. The Special Educational Needs team and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
9. Each class will have a copy of its class expectations displayed in class in the form of a 'class charter' that is agreed by pupils.
10. Staff will work closely with the SEN team, parents/carers and professionals from outside the academy to ensure that pupils at risk receive specialist support when necessary.

Our Three Simple Rules

At TRPA, children and adults in our school community must adhere to Our Three Simple Rules:

- **Be Responsible**
- **Be Respectful**
- **Be Safe**

Staff at school positively reinforce behaviour by speaking in terms of the rules. E.g.

'Please be responsible and tuck your chair beneath the desk'

'Remember to be respectful by listening to others in your class'

'Running through the corridor can be dangerous. Please be safe and walk'

Recognising Good Behaviour

We will recognise good and acceptable behaviour in the following ways:

- with smiles
- with words
- with names on the *class recognition wall*
- with stickers and stamps
- with Golden Book awards in assembly
- with Values awards
- with attendance awards
- with prizes for achievement and effort

Staff at The Rushmere Park Academy make the following commitment to our pupils:

- We will always seek out and acknowledge good behaviour, catching pupils doing the right thing
- We will adopt a warm but firm approach to behaviour management
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)
- We will demonstrate and model good behaviour in the way we speak and act towards others at all times
- If conversations about behaviour need to be had with a pupil, staff will ensure this is done personally whenever possible, on a 1:1 basis

Child on Child Abuse

All staff are aware that safeguarding issues can be raised through child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment such as up-skirting and
- Sexting (also known as youth produced sexual imagery);

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Appendix 1 – Reward Systems and Consequences

Class Recognition Boards

Every class at the school has a Class Recognition Board. The board features particular positive behaviours that are a focus for the class at any given time. Every single child in the class will have their name added to the recognition board at least once per week. This is because the vast majority of children behave well for the majority of the time and teachers/adults in school are seeking out that good behavior. Once a name is on the board, it cannot be removed for poor behavior. The good deed/act/thing remains good!

ClassDojo

At The Rushmere Park Academy we reward good behaviour and hard work through the ClassDojo system.

Children receive points for making positive choices about their behaviour which are linked to our three simple rules of respectfulness, responsibility and safety. This software enables parents/carers to see their child's progress and monitor the points that are collected daily, weekly, monthly and throughout the year.

Our system acts as a communication tool and our teachers frequently send classroom updates, broadcasting reminders and school information as well as sharing photos of pupils' achievements, homework challenges or class activities too.

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where possible children decide their own consequences with an adult guiding their decision.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should *make the choice* to tidy up in their own time.
- A child who has wasted learning time in class should *make the choice* to catch up with their learning in their own free time.
- A child who has been rude to another pupil should *make the choice* to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to spend all or part of their next play time on the Reflection Line, thinking about their behaviour and what they can do differently.

Appendix 2

Dealing with low-level behaviour incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the instruction, a short instruction to stop what they are doing.
2. Repeat the instruction to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and have a discreet conversation, ensuring they understand the consequence of not following the instruction
4. Having followed the previous steps, pupils who choose to waste the learning time of themselves and others are required to make up the lost time during break/lunchtime play. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a specified period of time (e.g. ten minutes) They are expected to return to class and make positive choices.
6. Parents will be contacted if class teachers are concerned with the behaviour of a particular pupil. Parents may be asked to meet with the class teacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).

More Severe Behaviour Incidents

- Serious physical aggression to staff or pupils.
- Persistent verbal abuse.
- Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults' safety.
- Serious intentional damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases, if pupils fail to learn from their choices then they will be suspended. We always aim to suspend pupils internally where possible. An internal suspension may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal suspension. Internal and fixed suspensions allow the school time to further plan and implement actions that will support a pupil who is struggling with their behaviour.

For repeated or very serious acts of misbehaviour, the Principal may permanently exclude a child.

Recording serious incidents

Serious incidents are to be recorded on CPOMS and appropriate members of staff should be notified. Staff will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Solution Focused Brief

Solution Focused Brief Therapy is a technique used to help resolve problems. The essence of the approach is

- to work with the person rather than the problem;
- to look for resources rather than deficits;
- to explore possible and preferred futures;
- to explore what is already contributing to those possible futures;
- and to treat clients as the experts in all aspects of their lives.

Safe Handling

Dynamis Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may, as a consequence, be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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 pupil.

We may use reasonable force 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 to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Playground Behaviour

Children at The Rushmere Park Academy are expected to demonstrate the same manners and behaviour levels that they would within the classroom.