



THE FORGE

TRUST



THE *sir*
DONALD BAILEY ACADEMY

LABOR OMNIA VINCIT

Behaviour Policy

Written by	SDBA Staff
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Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

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1. AIMS

All Forge Trust Academies are committed to providing a caring, supportive and disciplined learning environment. Positive behaviour and attitudes are promoted so that pupils can develop their abilities, interests and achieve their full potential.

We believe that good teaching promotes good behaviour and positive attitudes to learning. We will ensure that we provide a positive learning environment where pupils feel safe and secure.

2. POLICY DEVELOPMENT

This policy was formulated in consultation with the:

- School Council of The Sir Donald Bailey Academy
- The staff of The Sir Donald Bailey Academy

3. LEGAL POWERS

1. The Power to Discipline

Sections 90 and 91 of the Education and Inspections Act 2006 provides schools with the statutory power to discipline pupils for breaches of school rules, failure to follow instructions and other unacceptable conduct.

DfE guidance to schools and academies clearly indicates that teachers can discipline pupils whose conduct falls below the standard which could be reasonably be expected by them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction school staff can impose a sanction.

To be lawful, the decision to sanction a pupil must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head of School or Executive Principal;
- The decision to sanction the pupil and the sanction itself must be made on the academy premises or while the pupil is under the charge of the member of staff;

And

- The sanction must not breach any other legislation and it must be reasonable in circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

Any form of corporal punishment is illegal.

2. The Use of Detention

Teachers have the legal power to issue detentions to pupils in and out of school hours and Forge Trust Academies have the right to make use of this power.

3. Power to Search and Confiscate

The Forge Trust reserves the right to use teachers' powers to search without consent, in accordance with the current DfE guidance. Staff may use the power to search without consent for 'prohibited items' including but not restricted to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property

The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

4. Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Heads of schools and other authorised staff (usually members of SLT) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit offence or cause harm.

4. EXPECTATIONS

1. Behaviour

The Sir Donald Bailey Academy expect pupils to follow the Academy rules and behave with consideration and respect towards other pupils, members of staff and the public at large. This applies when in the academy, travelling to and from the academy, whilst on academy trips and when identifiable as a pupil of the Forge Trust.

2. Promoting positive behaviour

All members of staff are responsible for maintaining good discipline and high standards at all times: in class, in corridors, between lessons, during break and lunch time and so on. Rewards and sanctions will be used as and when needed.

3. Behaviour for Learning

Pupils are expected to demonstrate positive attitudes towards their learning and others. Pupils with poor behaviour for learning will be sanctioned in accordance with this policy.

4. Conduct around Forge Trust Academies

To ensure the Health and Safety of pupils, members of staff and visitors, we expect all pupils to:

- **Walk on the left on Victor Miller staircases, except in emergency situations;**
- Not run in any academy building;
- Only consume food and drink in dining halls, except water in classrooms;
- Dispose of litter in bins;
- Queue in single lines when waiting for a teacher;
- Listen to the guidance of staff and follow their instructions at all times;
- Move around calmly

And

- Adhere to the uniform dress code at all times.

5. Shared responsibility

Promoting good behaviour and discipline in pupils should be a partnership between home and school.

We share responsibility with parents for their children in our care and make every effort to provide the care which any responsible parent would expect to give.

Parents are asked to sign The Forge Trust Pupil/Parent Guarantee (appendix 2).

6. Violence

All instances of violence, verbal or physical are unacceptable and will be dealt with in accordance with this policy. Verbal abuse, including racism, bullying or violence towards any pupil or member of staff will result in the pupil being sanctioned.

5. Supporting Positive Behaviour

At Sir Donald Bailey, we expect pupils to follow the Forge Trust rules and behave with consideration and respect. Pupils who consistently display good behaviour will be rewarded.

Pupils are rewarded both as a class and on an individual basis. As a class, pupils can be rewarded for the best class attendance which is awarded on a weekly basis. Golden time will take place every other Friday for years FS2 to Year 4. Staff will organise this within their year groups.

All classrooms from Pre-School to Year 2 use a classroom behaviour chart. Time out is given in varying degrees for children moving to danger, depending on age and phase of school. Consistency is achieved by classroom resources and movement up or down the chart based on positive or negative behaviour, including behaviour for learning.

Pre-school

Rainbow chart with colours linked to the superhero chart. Children start in the middle of the rainbow and then move down to darker cloud for warning, then down again to the thunder cloud with children receiving a 2-minute time out as a consequence. To move up, children move straight back up to the normal cloud and start again, instantly receiving a sticker.

Foundation Stage 1

Children start on ready to fly at the start of each day. Children are then rewarded for positive behaviour by moving their name up the chart through role model and ultimately onto superhero. Children receive a 3-minute time out where necessary. Children immediately receive a 3-minute time out for causing hurt to another child.

Foundation Stage 2- Year 2

Teachers and pupils also choose a 'Star of the Week' every other week. If a child receives this award, then they will attend a tea-party with the Principal. They will also receive a Star of the Week certificate that they receive in the 'Super Stars Assembly'

Super-Hero Behaviour chart displayed. Children can rapidly make changes to move back up the chart. Lots of positive reinforcement when they have worked their way up. Children have a warning and a reminder about their behaviour when they are moved to 'watch out' but can then work back up quickly. Children have 5 minutes taken away for consistently making the wrong choices and having their name moved onto 'danger'. When children have achieved superhero, children get a sticker. If they then receive another sticker, they can add this to their chart. When the chart is filled then they receive a reward from the teachers treat box.

Year 3/4

When children display negative behaviour the following system is to be used:

- 1) Children's initials on the board to serve as a warning.
- 2) If the behaviour continues, a tick is put next to the initials indicating a loss of 5 mins break.
- 3) If the behaviour continues, an additional tick is put next to the initials indicating a loss of 10 mins break.
- 4) If the behaviour continues, a third tick is put next to the initials indicating a loss of 15 mins break. If the behaviour occurs between play and lunch, the time is taken off at lunchtime. If the behaviour were to take place before break and some break time was lost, then initials and number of ticks remain in place and are built upon after break as a continuous course of action.
- 5) If after all this, the behaviour still does not improve then lunchtime detentions can be given. When a lunchtime detention is given, please inform a member of SLT so that they can come and speak to the child.
- 6) If behaviour is severe enough, some of the children's 'Golden Time' can be taken off them.

When children display positive behaviours, a number of reward systems are in place:

- 1) Each teacher must choose one child per day who has impressed them for some reason and send their parent a Dojo message and award Dojo points to this child.
- 2) Each table group within a class can earn table points and the table with highest number of points at the end of the half term will be given a reward/treat of some sort.
- 3) Every other week, when it is not superstar assembly, a period of 'Golden Time' will take place between 2:45-3:15. This can be organized either individually in classes or across a year group.

Year 5/6

When children display negative behaviours the following system is to be used:

- 1) Children's initials on the board to serve as a warning.
- 2) If the behaviour continues, a tick is put next to the initials indicating a loss of 5 mins break.
- 3) If the behaviour continues, an additional tick is put next to the initials indicating a loss of 10 mins break.
- 4) If the behaviour continues, a third tick is put next to the initials indicating a loss of 15 mins break. If the behaviour occurs between play and lunch, the time is taken off at lunchtime. If the behaviour were to take place before break and some break time was lost, then initials and number of ticks remain in place and are built upon after break as a continuous course of action.
- 5) If after all this, the behaviour still does not improve then a detention can be given and this will be with either the principal or assistant principals. This can either be at lunchtime or after school and this is down to the discretion of the teacher and SLT.

When children display positive behaviours, a number of reward systems are in place:

- 1) Each child in Y5/6 will be handed a SDB Points Card. Throughout the day, children can earn points for things such as good manners, quality work, being respectful, helping others, being an independent learner, contributing to lessons etc. Teachers will award these points by stamping their points card.
- 2) The children can then redeem these points for prizes, the more points they earn and redeem then the better the prize will be.

Children can redeem prizes once they have earned 50 points, 100 points, 150 points, 250 points, 500 points, 750 points, 1000 points.

- 3) In addition, in every lesson the teacher will pick up to 3 star pupils. Each star pupil receives a golden SDB point. For every golden SDB point earned, their name is put into a half termly draw for a prize. These prizes include things such as days out to Alton Towers, Planet Bounce, Yorkshire Wildlife Park, a day at the seaside etc. Each half term, three children from Y5 and three from Y6 will win the golden reward.

Y5/6 – Composition – 1 Golden SDB point

Maths – Sets 1-3 – 3points; Set 4 – 1 point

Reading – Sets 1-3 – 3points; Set 4 – 1 point

Afternoon lessons – 1 point per class

Serious Incidents

Persistence with the unacceptable behaviour (even with outside agency involvement) will result in the most appropriate sanction. In the first instance, this will be working alongside parents to understand what the root cause of the issues are the are causing the behaviours. Children will then be supported to manage their behaviours in the following ways:-

Working with a TA to follow an SEMH intervention

Forest Schools on site

Space at an Alternative Provision one morning a week, accompanied by SENDCo and TA.

In the event of the behaviours not being modified through the above support, school may seek to use Fixed Term Exclusions.

6. RECORD KEEPING

All incidents (behaviour, racial or possible bullying) are recorded on CPOMS.

7. Additional Support

The Forge Trust understands the importance of giving pupils a safe space to discuss any worries that they may have in a variety of ways e.g. worry boxes in class e.g. Emotional Literacy Support Assistant (ELSA), Counselling And Support for Young People (CASY), curriculum activities around RSE, PSHE etc, managing emotions groups, R-time activities and support around adult and child mental health. Pupils are able to meet with the pastoral lead or a staff member of their choosing at different points each week. These sessions will include discussions around friendships, general concerns and worries, mental health issues and managing emotions.