

## Behaviour Policy – Inc Exclusion Arrangements

### A consistent approach to behaviour management

- This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards.
- Learning and Teaching, Behaviour for Learning and Assessment for Learning are all encompassed under this framework.
- This policy will be reviewed and evaluated to ensure it remains effective in ensuring improved learning and teaching.
- The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework.
- **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

### The 2012 Teaching Standards set out the following expectations which will be monitored regularly

A teacher **must**:

#### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### Academy Expectations

We have agreed three academy expectations that permeate the teaching and management of behaviour and five academy rules:

- Be Safe
- Be Respectful
- Be Responsible
- Play and learn safely
- Speak thoughtfully
- Be kind
- Be a good listener
- Always try your best

### Expectations of the School Community

<p><b>Staff and EAB</b></p>	<p>To lead by example.</p> <p>To be consistent in dealing with pupils, parents and adults in general.</p> <p>To encourage the aims and values of the school, and local community, among the pupils.</p> <p>To have high expectations of the pupils.</p> <p>To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.</p> <p>To encourage regular communication between home and school.</p> <p>To respect pupils and be consistent</p>
<p><b>Children</b></p>	<p>To respect, support and care for each other, both in school and the wider community.</p> <p>To listen to others and respect their opinions.</p> <p>To attend school regularly, on time, ready to learn and take part in school activities.</p> <p>To take responsibility for their own actions and behaviour.</p> <p>To follow the academy rules as instructed by all members of staff throughout the school day.</p> <p>To be respectful of others, regardless of differences ;for example race, gender, religion, disability, sexualisation and age.</p>
<p><b>Parents</b></p>	<p>To be aware of, and support, the school's values and expectations.</p> <p>To ensure that pupils come to school regularly, on time for the school day.</p> <p>To take an active and supportive interest in their child's work and progress.</p> <p>To respect, model and support the aims and values of the school.</p>

## Positive Behaviour Strategies

The following are strategies used by staff at Simpson's Lane to manage behaviour in a positive, pro-active way:

- recognise and highlight good behaviour as it occurs through the use of colour points
- make sure that all children are praised for behaving well
- be positive
- always listen to children
- set personal standards of behaviour and respect for other people
- criticise the action not the child, but praise both action and child
- display expectations clearly e.g. class rules and Rights and Responsibilities
- encourage children to be responsible for their own behaviour
- be consistent in our expectations with all children
- praise good behaviour before criticising inappropriate behaviour
- give children jobs or responsibilities as appropriate
- value children's ideas.

## Rewards

We often recognise good behaviour through awarding privileges and rewards. This includes:

- Verbal praise
- Stickers or stamps
- Team colour points
- Class rewards
- Sharing work with another teacher, Vice Principal or Head of Academy
- Headteacher's reward sticker
- Sharing work or achievements during weekly Celebration Assemblies
- Receiving a 'Star of the Week' certificate recorded in the Merit Book
- Well Done postcards sent home to share children's achievements and/or good behaviour with their parents

## Consequences

When dealing with poor behaviour choices we are conscious always to maintain a child's self-esteem and that it is the behaviour that is unacceptable never the child.

We use the Consequences system to ensure that positive classroom behaviour is promoted. (Appendix 1)

At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated.

We approach 'every session as a new session'. Children have the right to put previous problems behind them.

Where there are persistent repetitions of disruption a personalised home-school monitoring programme may be established. Parents will be involved in this process and school will regularly review progress and impact with parents.

In the event of a more serious incident e.g. assault on staff; damage to property, the leadership team will make a decision about appropriate action.

Reflection Time (Internal Isolation) - This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

## **Fixed Term and Permanent Exclusions**

Exclusion is seen as a last resort after all other attempts to modify behaviour have failed. Exclusion serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the Head of Academy may issue a fixed term or permanent exclusion. It is also possible for the Head of Academy to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of Academy excludes a child, they will inform the parents immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Head of Academy will follow the LA guidelines and would inform the LA, and the EAB.

After an exclusion, a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see an eradication of the problem behaviour at the point of the child returning to school. If not, the Head of Academy will consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The EAB will be informed annually of the number and types of exclusions.

## **Breaks and lunchtimes**

Teachers, lunchtime staff and support staff all do their best to ensure that breaks go smoothly and that children play happily together, and for the most part, lunchtimes and breaks are happy times at school, but we acknowledge that incidents occur at break times which are of a different nature to those happening in the classroom. In order to minimise inappropriate behaviour going to / returning from breaks and in the playground, we have decided on the following steps:

Children should be dismissed from their classrooms in a calm and orderly manner, until all pupils have left the classroom. Any children who have a break/lunchtime detention must be supervised at all times – no children should be left unsupervised in classrooms.

Children should be encouraged to go to the toilet before going outside to ensure children do not need to re-enter the classroom before the end of the break.

At the end of break/lunchtime a whistle should be blown to signify the end of the break. Children should line up quietly outside their classroom door before being asked to enter the classroom. This should happen as quickly as possible to minimise opportunities for inappropriate behaviour.

Any inappropriate behaviour outside of the classroom should be dealt with accordingly. Children should be given verbal warnings, highlighting the inappropriate behaviour and asking them to correct their behaviour. After three warnings, children should be asked to take five minutes out to think about their behaviour – standing with a member of staff on duty. If the behaviour persists then the child will be taken in by an adult and will sit in silence in their own classroom for the remainder of the break time. If they are still not making the right choices by the end of the break time they will lose their next break time.

## **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. Bullies are not always older or physically bigger than their victims but this is often the case.

At Simpson's Lane Academy no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

## **Racism**

At Simpson's Lane Academy our wish is to develop in every individual a sense of self-worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances.

It may be dealt with in a number of ways depending on the seriousness of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may be punished, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

## **Partnership with parents and other agencies**

It is very important that parents and school work together to support each other's efforts to achieve the same goal - that of improving behaviour. Most children behave well most of the time.

For this policy to be fully effective everyone who has care of our children has a responsibility to uphold good behaviour or carry out/support any solutions given.

Each person's responsibilities for promoting good behaviour is written in the Home School Agreement which is signed by new parents, children and the school. Parents will be contacted when behaviours are causing concern and will be involved with agreed behaviour plans. Parents/carers are encouraged to work closely with the academy who will provide support to parents where possible.

For pupils who display continuous disruptive behaviour and for whom the school systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary.

### **Pupil support systems**

- For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as Time to Talk and Social Skills group work, Nurture Group and Play Therapy.
- All staff working with pupils with target sheets and behaviour contracts will be informed of this in order to give a consistent approach throughout the school day.

### **Staff development and support**

- Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SMT.
- Staff needing help with behaviour management will be supported through appropriate CPD.

### **Managing pupil transition**

- Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through the inclusion file which also includes records of strategies used.

### **Pupil's conduct out of school**

- The school will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the school.
- Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- These will be recorded on the school incident recording forms which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

### Monitoring and Review

This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Head of Academy, on a weekly basis, and through staff meetings.

This document is freely available to the school community and will be posted on the school website with a hard copy available at Reception.

Review date: December 2016

Signed.....

Chair of EAB

Date.....

Rewards	
Following the school rules.	<ul style="list-style-type: none"> <li>• Colour points – pupils are awarded reward points for good behaviour. These points are linked with following the school rules and displaying positive learning behaviours.</li> <li>• Celebration assembly- selected pupils' work is celebrated in a weekly assembly</li> <li>• Stars of the Week - published in the weekly newsletter and these are read out in the weekly celebration assembly</li> <li>• Other rewards include positive verbal feedback, stickers, certificates and badges</li> </ul>
Displaying positive learning behaviours.	
Consequences	
<b>Warning Rule reminder</b>	A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
<b>C1-</b>	The pupils' name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.
<b>C2-</b>	C2 ticked by name.
<b>C3-</b>	C3 ticked by name. Remind the pupil it is their choice to break the school rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take 5 minutes out to think about their behaviour.
<b>C4-</b>	At this point the pupil must leave the classroom and go to partner class for the rest of the session (See Appendix 3). Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class - if they do they will be issued with a C5. A C4 will also lead to break time detention.
<b>C5-</b>	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour. The Learning Mentor, Mrs Silburn, will be called for at this stage. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a breaktime/ lunchtime detention. Unable to attend after school club
<b>C6-</b>	Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult with intent to harm, or health and safety issues such as frequent non-compliance, refusal to follow behaviour policy putting themselves or others at risk of harm.
From C4- Class teacher to record on incident log, pupil to complete reflection, class teacher to inform parent. Keep a copy for class record, pass a copy to Learning Mentor and Phase Leader.	
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated by Learning Mentor, Phase Leaders or Senior Leaders.</i>	

## Appendix 1

### **Sanctions to be used as appropriate:**

Target sheet to monitor behaviour over a set period of time

Letter home to parents

Meeting with parents with Learning Mentor, Phase Leader or member of the SLT

Meeting with external agencies

Lessons in isolation away from the class, the pupil will earn back the right to go back into class. In very extreme circumstances this could be in increments of 30 minutes per day.

Isolation /exclusion at lunchtimes

Behaviour contract

Behaviour management plan

Parent asked to come into school to support in class

Seclusion at partner academy

Part time timetable

Fixed term exclusion

Managed move to another school temporary or permanent.

Permanent exclusion

## Appendix 2

### Sections from Positive Handling Policy

#### Screening pupils

- Schools can impose a requirement that pupils to undergo screening through a walk through or hand held devise, even if they do not suspect them of having a weapon.
- Any member of the staff can screen and pupil consent is not required. It is not anticipated that our school will have a screening devise at the moment.

#### Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher e.g. as part of a display / shown and tell).
- Headteachers and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
- Staff can seize any banned or prohibited item found or which they consider detrimental to school discipline.

#### Using reasonable force or other physical contact (detail in Positive Handling Policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the Head of Academy has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
  - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
  - Prevent behaviour that would disrupt a school event. trip or visit.
  - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
  - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.

## Appendix 3

### Partner Classes for Time Outs

If a pupil reaches the time out stage of the sanctions system, they must be escorted by an adult to the partner class. Work should be provided for the pupil to undertake independently until the end of the session.

#### Partner Class

<b>1B</b>	<b>2L</b>
<b>1M</b>	<b>2W</b>
<b>2L</b>	<b>1B</b>
<b>2W</b>	<b>1M</b>
<b>3L</b>	<b>5M</b>
<b>3/4I</b>	<b>5/6C</b>
<b>4M</b>	<b>6C</b>
<b>5M</b>	<b>3L</b>
<b>5/6C</b>	<b>3/4I</b>
<b>6C</b>	<b>4M</b>