

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:

- Be Ready
- Be Respectful
- Be Safe

Expectations of the School Community

<p>Staff and AAB</p>	<ul style="list-style-type: none"> To lead by example, giving first attention to best conduct. To be consistent and calm in dealing with pupils, parents and adults. To encourage the aims and values of the school, and local community, among the pupils. To have consistently high expectations of all pupils. To meet the educational, social, emotional and behavioural needs of the pupils through an appropriate curriculum and individual support. To encourage regular communication between home and school. To respect pupils, regardless of differences; for example race, gender, disability, age, sexual orientation, gender identity and religion/belief.
<p>Children</p>	<ul style="list-style-type: none"> To respect, support and care for adults and each other, both in school and the wider community. To listen to others and respect their opinions. To attend school regularly, on time, ready to learn and take part in school activities. To take responsibility for their own actions and behaviour in and around school. To uphold the academy expectations throughout the school day. To be respectful of others, regardless of differences; for example race, gender, disability, age, sexual orientation, gender identity and religion/belief.
<p>Parents</p>	<ul style="list-style-type: none"> To be aware of, and support, the school's values and expectations. To ensure that pupils come to school regularly, on time for the school day. To take an active and supportive interest in their child's work and progress. To respect, model and support the aims and values of the school.

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, focusing on behaviour that is 'over and above' as it occurs - through the use of colour points
- make sure that all children are praised
- speak positively and calmly
- use non-threatening body language, being mindful of gestures, facial expressions and movements
- 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 and reinforce expectations clearly
- encourage children to be responsible for their own behaviour

- be consistent in our expectations with all children
- praise good behaviour before addressing inappropriate behaviour privately – 'Praise in Public, Reprimand in Private' (PIP & RIP)
- give children jobs or responsibilities as appropriate
- value children's ideas.

Rewards

We have whole school agreed systems for recognising good behaviour through awarding privileges and rewards. This includes:

- Verbal praise
- Stickers or stamps
- Whole School Colour Points
- Sharing work with another teacher, Vice Principal or Head of Academy
- Headteacher's reward sticker
- Sharing work or achievements during weekly Celebration Assemblies
- Well Done postcards sent home to share children's achievements and/or good behaviour with their parents
- Phone calls 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 - This involves a child working away from their peers, to ensure the safety of themselves or others, 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 issue a further fixed-term exclusion following a previous one, or issue a permanent exclusion after a fixed-term exclusion, if the circumstances warrant this.

The behaviour of a child outside of school can be considered grounds for an exclusion, where their behaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member the public, or affect the reputation of the school.

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 Local Authority guidelines and would inform the Local Authority, and the AAB.

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 in response to serious and persistent breaches of the behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others. A permanent exclusion can be issued for a one-off offence or cumulative disruptive behaviour. The clerk to AAB receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The AAB 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. It is characterised by persistent and repeated incidents where one person targets another.

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 and works with the Anti-Bullying Alliance having recently completed the All Together Programme.

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. All possible racial incidents should be reported and will be 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 severity 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 Head of Academy.

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, Drawing and Talking, Lego Therapy, Nurture Group and 'The Military School'.
- All staff working with pupils with IBPs and/or Behaviour Risk Assessments 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 SLT.
- Staff needing help with behaviour management will be supported through appropriate CPD.
- Positive Handling and De-Escalation Training will be provided where appropriate.

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 which 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.
The behaviour of a child outside of school can be considered grounds for an exclusion, where their behaviour could have repercussions for the orderly running of the school, or poses a threat to another pupil or member the public, or affect the reputation of the school.

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 on request from the main office.

Review date: September 2019

Signed.....

Chair of AAB

Date.....

Rewards

- Colour points – pupils are awarded reward points for good behaviour. These points are linked with following the school rules and displaying positive learning behaviours and behaviours which are 'over and above'.
- Celebration assembly- selected pupils' work is celebrated in a weekly assembly
- Stars of the Week - published in the weekly newsletter and these are read out in the weekly celebration assembly
- Other rewards include positive verbal feedback, stickers, certificates and badges

Consequences

Warning

Rule reminder

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, the behaviours that are expected and give rule reminder. Following a reminder, pupils should be given an appropriate amount of time to follow the instruction and correct their behaviour. Praise should be given, as soon as possible, when appropriate behaviours are displayed.

The pupils' name will be recorded at this point.

Remind pupil why their name has been recorded and ask them to correct their behaviour.

If the pupil corrects their behaviour, praise should be given and their name no longer needs to be recorded.

If the behaviour persists, a mark should be placed by their name. The pupil should be notified about this and reminded to correct their behaviour once again.

If the pupil corrects their behaviour, praise should be given and their name/mark no longer needs to be recorded.

If the behaviour persists, a second mark is placed by their name. Remind the pupil that their behaviour is not in line with expectations. Offer them solutions on how they can alter their behaviour. If appropriate, ask the pupil to take 5 minutes out to think about their behaviour – this could be in a pod where the teacher remains in the classroom, or supervised elsewhere with a member of staff. Children must not be left unsupervised or be stood outside classroom doors.

If after reminders and time out the behaviour continues, the pupil must be accompanied to their partner class for the rest of the session (See Appendix 3). Pupils going to a partner class must understand why they have been sent there and should take work with them. It should be completed quietly in the partner classroom and not disrupt the learning of this class.

At the end of the session/lesson the pupil should return to their class.

After returning from their partner class, a restorative conversation should take place during break time or other appropriate time away from the rest of the class – see Appendix 4 for suggestions of restorative questions that can be used.

If they disrupt the partner class, then the next step will be followed.

For unacceptable behaviours such as: walking out of class, refusing to follow a reasonable instruction, persistent swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour. The Well-being Lead, Mrs Silburn, will be called for at this stage by a responsible pupil if other staff are not available.

If deemed appropriate, the pupil will work away from the class for a half day, in an area appropriate to the age of the child. The pupil may also be issued with a breaktime or lunchtime detention and will be unable to attend any after school clubs on that day. During breaktime or lunchtime detentions, a restorative conversation should be held.

Incidents should be recorded on CPOMS. Parents should also be informed about the child's behaviour that day.

Extreme behaviours such as those below may result in a fixed-term, or where appropriate permanent exclusion:

- physical assault against another pupil or adult,
- verbal abuse or threatening behaviour against another pupil or adult,
- bullying,
- racist abuse,
- sexual misconduct,
- drug or alcohol related incidents,
- damage to school or public property, including vandalism, arson or graffiti,
- theft, including school property and stealing from local shops,
- persistent disruptive behaviour, including outside of school

or any other health and safety issues such as frequent non-compliance, or refusal to follow behaviour policy where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others.

Consideration will always be given to the context of the incident and the pupil(s) involved. Other sanctions may be given as deemed appropriate by Senior Leaders.

At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction may be escalated by Well-being Lead, Phase Leaders or Senior Leaders.

It is important to remember, we approach 'every session as a new session'. Children have the right to put previous problems behind them.

Appendix 1

Sanctions to be used as appropriate:

Personalised target sheets/IBPs or reward charts to monitor behaviour over a set period of time

Meeting with parents with class teacher, Well-being Lead, Phase Leader or member of the SLT

Meeting with external agencies

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

Personalised breaktimes away from the rest of the class.

Breaktime or lunchtime detentions

After-school detention

Removal of after-school clubs

Isolation / exclusion at lunchtimes

Seclusion at partner academy

Partial 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 must be provided for the pupil to undertake independently until the end of the session.

Partner Class

Pandas Polar Bears

Polar Bears Pandas

Elephants Eagles

Rabbits Giraffes

Eagles Elephants

Giraffes Rabbits

Llamas Dolphins

Wolves Turtles

Dolphins Llamas

Turtles Wolves

Appendix 4

Examples of Restorative Questions

Five questions are enough. Choose your restorative five from the questions below:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Restorative Questions for Younger Children

1. What can we do to make things right?
2. On a scale of 1-10 how angry were you?

The key emphasis is on making sure the child can see how the impact of their behaviour is not restricted to them alone.

See 'When the Adults Change Everything Changes' p.125-140 for further guidance.