

Behaviour Policy – Inc Exclusion Arrangements

Review: Sept 24

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 five academy values that permeate the teaching and management of behaviour:

- Be Safe
- Be Respectful
- Be Courageous
- Be Honest
- Be Aspirational

Expectations of the School Community

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

Parents	<p><input type="checkbox"/> To be aware of, and support, the school's values and expectations. <input type="checkbox"/></p> <p>To ensure that pupils come to school regularly, on time for the school day.</p> <p><input type="checkbox"/> 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.</p>
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Positive Behaviour Strategies

- Positive and regular praise
- Role models by adults and children demonstrating good behaviour
- Consistent class rules and rewards
- 'Catching them being good'

Rewards

We often recognize good behaviour through awarding privileges and rewards. This might include:

- Stickers
- Postcards home
- Calls or texts home
- Individual class rewards e.g. marbles in a jar, raffle tickets etc.
- Regular feedback to parents
- Celebration assemblies
- Dojo Points

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. (For full details of the consequence system see Appendix 2).

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

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

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 Suspensions and Permanent Exclusions

Suspension is seen as a last resort after all other attempts to modify behaviour have failed. Suspension 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-teacher may issue a fixed term suspension or permanent exclusion.

If the Head-teacher 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-teacher will follow the LA guidelines and will inform the LA, and the AAB.

After suspension, 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-teacher 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 the 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 that we will have extra adults out to supervise. We will have adults spaced appropriately around our grounds so that all areas of the playground and field are visible to an adult.

At lunchtime, the midday supervisors will provide a variety of activities to engage the children and a variety of clubs will be on offer across the week e.g. sport, crafts, construction and lego clubs etc. Behaviour management will always start from the positive and sanctions will be put in place if necessary. In most cases this will be within the playground environment i.e. timeout etc. however serious incidents will be reported to a member of the SLT.

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 Willoughby Road 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 Willoughby Road 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, and parents brought into school, or in very serious incidents a child may be suspended from school following appropriate investigations by the Head teacher.

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 are 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 that 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 drawing & talking therapy, circle of friends, playground pals etc. These will be carefully monitored by the learning mentor team.
- 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 deescalate 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-teacher 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.

Appendix 1

Sections from Positive Handling Policy Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees.
- Head teachers 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 teacher 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.
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- Reasonable adjustments will be made for disabled or SEN pupils.
 - It is unlawful to use force as a punishment.

APPENDIX 2

Ethos

At Willoughby Road Primary Academy, we aim to ensure that all systems and policies are fully inclusive allowing all students to achieve. In response to this shared aim, a behaviour support system has been developed that will allow ALL students to receive support to enable them to aim for good or improved work, behaviour and effort (the definition of good or improved is judged on an individual student-by-student basis). Each student will be treated as an individual, for the majority the standardised systems will be sufficient to achieve the above, for others individual behaviour support plans will need to be devised and implemented to support their access to learning.

The Consequence System

If a child's behaviour disrupts, disturbs or distracts the learning of other children the adult will:

Give a 1st warning, stating desired behaviour.

If the child's behaviour continues and the behaviour continues to disrupt, disturb and distract the rest of the class from their learning, the child will receive a C1 – a reminder of the expected behaviour and the chance to “turn it round”. At this point, the child is still “green”.

If the behaviour continues, the child will receive another warning and a reminder of the desired behaviour.

If the behaviour continues and this behaviour continues to disrupt, disturb and distract the other children's learning the child will receive a C2 – this means that the child is no longer “green”. The child is given another reminder of the expected behaviour.

Should the child continue exhibiting the behaviour, they will move to a C3 where they will be asked to move to another table, away from the rest of the class, so that they can have 10 minutes time out to reflect upon their behaviour.

In the rare instances that the behaviour continues, the child will be given a C4. This means that they will be moved to a partner classroom where they will complete their work for that session.

In the extremely rare instances that a child's behaviour continues to disturb, disrupt and distract the learning of the other children in the partner class, the child will be given a C5. This means that they will be removed from the partner class and taken to another room, where they will complete their work on their own with no other children around them. An adult will supervise them at all times. The time spent on a C5 will depend upon the child's age. For KS1 children this means up to 30 minutes, for KS2 children this means up to the end of the morning or afternoon session in which they got the C5.

If needed, a member of the learning support team or member of SLT may be requested to facilitate the student returning to class and learning after time out has been completed. If this is required then either a member of class staff or another student should be dispatched to make the request for support.

Disagreements between students

Where disagreements between students take place, the first action should be to follow the above processes. In addition, staff must implement some restorative time with those students involved, using restorative questioning to allow the situation to be resolved.

Additional behaviour support plans

In addition to the sanctions stated above, some students may require individualised behaviour support programmes with alternate rewards and sanctions, above and beyond those generic to the whole school. These will be designed and implemented in liaison with the SEN team and SLT

Willoughby Road Primary Academy Code of Conduct

Role of your class teacher

The academy attaches great importance to class teachers. Your teacher has been carefully chosen to support you in your learning and make sure you are happy. Your teacher will be the main contact person between the academy and your parents/carers. All reports and information about you in your time at the academy will be sent to your teacher. If your parents/carers have any concerns, they should always contact your teacher.

Code of Conduct

- We are responsible for arriving at school on time.
- We will move around the academy in an orderly manner.
- We will listen to each other and take turns to talk.
- We will listen quietly to all staff and follow their instructions.
- We will complete the work set for the lesson which may include homework.
- We will work to the best of our ability at all times and behave in a way that allows others to do the same.
- We will give and receive respect to every member of our academy, regardless of their status, culture, physical appearance or interests.
- We will wear full school uniform correctly and with pride.
- We will respect the safety of other people.

The academy will operate a hierarchy of rewards and sanctions to support positive behaviour.

Your parents/carers will be informed about your successes or problems.