

## 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.
- This policy will be reviewed and evaluated so 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.
- 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 Safe
- Be Respectful
- Be Responsible

### Expectations of the School Community

<b>Staff and EAB</b>	<ul style="list-style-type: none"> <li>➤ To lead by example.</li> <li>➤ To be consistent in dealing with pupils, parents and adults in general.</li> <li>➤ To encourage the aims and values of the school, and local community, among the pupils.</li> <li>➤ To have high expectations of the pupils.</li> <li>➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support.</li> <li>➤ To encourage regular communication between home and school.</li> <li>➤ To respect pupils and be consistent.</li> </ul>
<b>Children</b>	<ul style="list-style-type: none"> <li>➤ To respect, support and care for each other, both in school and the wider community.</li> <li>➤ To listen to others and respect their opinions.</li> <li>➤ To attend school on time and have an attendance of at least 95%, be ready to learn and take part in school activities.</li> <li>➤ To take responsibility for their own actions and behaviour.</li> <li>➤ To follow the academy rules as instructed by all members of staff throughout the school day.</li> <li>➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexualisation and age.</li> </ul>
<b>Parents/Carers</b>	<ul style="list-style-type: none"> <li>➤ To be aware of, and support, the school's values and expectations.</li> <li>➤ To ensure that pupils come to on time and have an attendance of at least 95%.</li> <li>➤ To take an active and supportive interest in their child's work and progress.</li> <li>➤ To respect, model and support the aims and values of the school.</li> </ul>

### Positive Behaviour Strategies

The following are strategies used by staff at Whetley Academy to manage behaviour in a positive, proactive way.

- Recognise and highlight good behaviour as it occurs through the use of praise and rewards.
- Be positive using Jason Bangbala principles.
- Always listen to children using the Restorative Chat approach.
- Set high standards of behaviour and respect for other people.
- Criticise the action not the child, but praise both action and child.
- Display expectations clearly.
- 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.
- Use positive behaviour plans for children when needed.

## Rewards

We often recognise good behaviour through awarding privileges and rewards. This might include stickers, stamps, assemblies, phone calls home, class rewards etc.

Reward points – pupils are awarded merits for good behaviour. These can be swapped for prizes.

Good behaviour – following the expectations, attitude to learning, good attendance and punctuality, excellent or most improved work, social skills/team work/community work.

- Star Achievers celebration assembly – selected pupils' work is celebrated every half term.
- Other rewards include positive verbal feedback, stickers and certificates.

## 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, when appropriate, to ensure positive behaviour.

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 Positive Behaviour Plan may be established. Parents/carers will be involved in this process and school will regularly review progress and impact with parents/carers.

In the event of a more serious incident e.g. assault on staff or 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 will take place for an agreed length of time in an appropriate supervised area.

### Progression of Consequences

- Warning – a verbal warning is given for low level behaviour such as swinging on a chair, shouting out, talking when not appropriate, and distracting others. Ensure the child understands why they are being given a warning.
- C1 –The pupil's name is recorded at this point. Remind pupil why they are now at C1 and ask to choose to correct their behaviour.
- C2 - Tick by name.

- C3 – Ticked by name again – 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.
- C4 – At this point the pupil must leave the classroom and go to a non-classed based member of staff for the rest of the session. Pupils should take work with them and it should be completed quietly/silently. If they can't achieve this they will be issued with a C5. A C4 will also lead to a detention. Detentions will be arranged and supervised by class teachers.
- C5 – 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.  
Pupil will work for half a day on their own in an area appropriate to the age of the child and the design of the academy, supervised by a non-classed based member of staff. The pupil will be issued with a break-time/lunch-time detention. Unable to attend after school club for an agreed length of time.
- C6 – Progression to a C6 may result in an external exclusion which are issued by the Head of Academy. This will be issued for extreme behaviours such as physical violence against another pupil or adult, health and safety issues such as frequent non-compliance and refusal to follow the Behaviour Policy.

From C4 onwards – Class teacher to record the incidents on CPOMS, class teacher to inform parents and Behaviour Leader, Mr Khan who will inform Mrs Brown or Miss Stansfield if appropriate.

### **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/Carers immediately, giving reasons for the exclusion. Parents/Carers 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/carers, 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. Lunchtime supervisors follow Positive Behaviour Plans for individuals as appropriate.

### **Bullying**

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is usually 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 Whetley 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 strongly encouraged to confide in any member of staff, parents/carers 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/carers 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/ carers should always encourage their children to tell a member of staff.

The school has a clear Anti-Bullying Policy.

### **Racism**

At Whetley 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/Carers 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/Carers and other Agencies**

It is very important that parents/carers 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 Admission Form which is signed by new parents, children and the school. Parents/carers will be contacted when behaviours are causing concern and will be involved with agreed Positive 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 drawing & talking therapy, circle time, Positive Behaviour Plans etc.
- All staff working with pupils with a positive behaviour plan 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 SEND Lead or member of the Leadership Team.
- 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 CPOMS 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/carers.
- These will be recorded on CPOMS 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 and 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 and to discuss such matters with a Named Person immediately.

### **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.

This document is freely available to the school community and will be posted on the school website. Hard copies are available on request.

Spring 2017

Review date: Spring 2018

Signed *Steve Allan*

Chair of EAB