

Behaviour Policy – Inc Exclusion Arrangements

Behaviour Policy

This policy sets out the expectations for behaviour at the academy. The Academy Advisory Board, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for those who do not behave appropriately. Although this is a necessary element of any academy's approach, our emphasis is firmly on positive encouragement and promoting good relationships.

Ratified: 24/10/2018

Policy to be reviewed annually.

Date of review 24/10/2019

This policy includes the Anti-Bullying Policy and makes reference to the CCTV Policy, E-Safety Policy and Positive Handling Policy.

This policy should also be read in conjunction with the following other policies as stated:

- E-safety policy
- Anti-Bullying Policy
- Health & Safety Policy, Risk Assessments
- Safer Recruitment Policy
- Complaints Policy
- Codes of Conduct
- Equality and Diversity Policy
- Staff Induction Policy
- Whistleblowing Policy
- Safeguarding Policy

There is one approach to behaviour management across the academy at all times

All classes and teachers use the traffic light system called 'Good to be Green'.

The expectation is that all children start the day on green and that this 'green behaviour' will be reinforced throughout the day through praise. 'eg: this table are demonstrating the green standard of behaviour, they are all sitting how we expect...' Each lesson, children start on green and the expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green behaviour, for example: talking when it is not appropriate. Children should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green. Red should be used when children choose not to show green behaviour. Children should be moved back to green as soon as they display green behaviour.

The traffic light system should also be embedded for lunchtimes (Appendix 1) It is important that staff contact the parents of any child who is moved onto amber and red frequently so that support can be offered. The Inclusion Team should also be involved at this point.

The Inclusion Team

Mrs Tanya Freeman- Inclusion Team Leader

Mrs Tina Adamson – Social Emotional and Mental Health Leader, Anti-Bullying Coordinator and Attendance Leader

Miss Rebecca Hancock- Special Education Needs Co-ordinator

Mrs Kim Johnson – Emotional Wellbeing Officer and Child Protection Officer

Mrs Debbie Adamson- Lead HLTA and SEN Support

Mrs Midgley-Wright – Designated Safeguarding Leader

Roles and responsibilities

It is the responsibility of all staff to enforce the behaviour policy.

All adults have a duty of care to the children in our academy and cannot abdicate responsibility for any child or behaviour observed that is not of a green standard. It is the responsibility of **all staff** to ensure that high expectations are enforced at all times of the day and in all contexts.

Staff should liaise with a member of the Inclusion Team (Mrs Tina Adamson in the first instance) to discuss concerns regarding behaviour and involve parent/carers/external agencies if necessary.

The Inclusion Team will offer support for behaviour across the academy, including preventative measures. All inclusion team staff are trained to use de-escalation strategies.

Language

All adults are insistent consistent, and persistent in their adherence to and reinforcement of the behaviour policy. Consistency in the language used will ensure that expectations are clear.

Examples of language used by adults:

- You need to
- Well done, that is the green standard of sitting/walking/listening etc.
- To be in green you need to.....
- In our academy we.....

Reporting arrangements

All behaviour should be dealt with in the first instance by the adult witnessing or present.

Serious incidents of behaviour should be recorded on CPOMS in line with the recording behaviour procedures. (Appendix 2)

Rewards

There is a whole school reward system in place across the school. Children can earn 'points' for good behaviour, good work, attendance and any other aspects decided upon by the staff member in charge of the children at that particular time. Pupils can spend their points in the academy's Swap Shop. There are lots of other positive reinforcement measures the academy uses, including texting parents, weekly merit winners and weekly star of the week awards, end of year awards and the academy's flagship strategy, Leading Learners.

(See Appendix 1 for more detail)

Sanctions and consequences

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied as appropriate to the particular situation or circumstance of the behaviour. Each classroom in years 1 to 6 has a set of traffic lights displayed in a prominent place. All pupils start each day on green.

- If a child shows red they will be advised that they are not showing a green behaviour – classroom/behaviour management strategies will be used to address the behaviour.
- Pupils will always be given the chance to make the right choice. If the pupil makes the wrong behaviour choice, his/her name will move to amber, and the pupil will be given the chance to make the right choice and be moved back to green. If the pupil continues to show 'red' behaviour, their name will be moved up to red. At this point, sanctions will apply. These will be at the teacher's discretion. (Appendix 1)
- Although the academy does not specifically use the language of Amber 1, Amber 2 etc, this correlates to green, amber and red. Appendix 3 is a written guide as to how Good to be Green is used and the types of behaviour which may constitute each behaviour type. This is not an exhaustive list.

- If a child threatens, hurts, bullies or acts inappropriately towards another child, staff will record the incident in line with the guidance for recording behaviour and/or in-line with the the Anti-Bullying Policy (Appendix 2 for CPOMS Guidance).

- At the discretion of a member of the Inclusion team or member of SLT, all or some of the stages detailed above may be bypassed, if the behaviour is sufficiently serious.
- Where there is persistent poor behaviour parents will be contacted to discuss next steps.
- If poor behaviour continues decisions will be made by the class teacher, SLT and behaviour support worker regarding next steps. If a seclusion or exclusion is deemed necessary, this will be done in consultation with all stakeholders. (See Appendix 1 for more detail)

Inappropriate conduct beyond the school gates

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

Fixed Period Exclusions 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 the academy
- To ensure the safety and well-being of all staff and children.
- Under exceptional circumstances, the Head of Academy may issue a fixed period exclusion or permanent exclusion..
- If the Head of Academy (or person acting in this capacity) 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 AAB.

After a fixed period 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 the academy. 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 in-line with statutory guidance. The academy will follow the exclusion arrangements set out by the Department for Education (September 2017)

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of Academy will consider the appropriate disciplinary action against the pupil who made it.

Physical Intervention

At The Parks Academy we view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.

Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including themselves); or
- prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise.

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Curriculum and assemblies

Behaviour management must be supported by a strong curriculum, intent on developing and fostering respect. Assemblies focussing on behaviour, respect, manners, attitudes etc. will occur regularly throughout the year. A strong PSHE curriculum will support these aspects in class. The academy has regular themed weeks to focus on behaviour and wellbeing. For example, anti-bullying, e-safety and British Values.

If an incident occurs either before or after school, involving a pupil and is reported, then all necessary measures will be taken to deal with this in line with the behaviour policy. This will include notifying the parents of any incidents and involving other agencies as appropriate. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises in the following circumstances.

When the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school.

When they misbehave at any time:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

This includes any reported incidents occurring on-line which involve pupils at the academy.

(see E- Safety Policy)

Restorative Practice

At the academy all staff, within their duty of care, work WITH people. Wherever possible, fair processes and responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

To respond to challenging behaviour	To help those harmed by others actions
What happened?	What did you think when you realised what had happened?
What were you thinking about at the time?	What have your thoughts been since?
Who has been affected by what you did?	How has this affected you and others
What do you think you need to do to make things right?	What has been the hardest thing for you?
	What do you think needs to happen to make things right?

Searching pupils

Senior staff at the school are able to search pupils with consent for any prohibited item or items.

Appendix 1

	Possible rewards
<p>Following the academy rules.</p> <p>Displaying positive learning behaviours</p>	<ul style="list-style-type: none"> ○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the academy rules, good attendance and punctuality and displaying positive learning behaviours .Pupils’ points are recorded electronically and the points gained can be swapped for prizes at the academy’s swap shop ○ celebration assembly- selected pupils’ work is celebrated in a weekly assembly ○ Leading Learners are badges pupils earn termly for having the best attitudes to learning and the best behaviours. End of year trophies are awarded to pupils who have been the best of the best ○ other rewards include positive verbal feedback, stickers, certificates and badges and texts home
	Possible Consequences
Amber 1	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.
Amber 2	Remind pupil why they are now on amber and ask to choose to correct their behaviour. Name is moved on the traffic light
Amber 3	Reminder about “to be green you need to...”
Amber 4	Remind the pupil it is their choice to break the academy rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Explain failure to correct their behaviour will result in the being asked to work in their paired class.
Red 1	<p>At this point the pupil may leave the classroom and go to partner class for the rest of the session. 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. Any continuation of behaviour whilst in paired class would result in a consequence (Red-2)</p> <p>Any learning missed at this point as a result of the child’s behaviour must be completed in their own time during break/lunch supervised by a member of staff.</p>
Red 2	Given for unacceptable behaviours such as; walking out of class, refusing to follow a reasonable instruction, swearing, threatening behaviour, foul and abusive language/body gestures. Detention Issued (from 30 minutes hour) and Parents/Carers informed and invited in to discuss with a view to monitoring behaviour and developing interventions where appropriate.
Red 3	Attempted assault without injury, breakage or damage or when physical intervention has had to be used – Period of seclusion in house in a partner class and after school detention an hour. Parents/Carers informed and requested to come into the academy to discuss behaviour and possible

	strategies with the inclusion team. Possible activation of behaviour plan/external agency involvement.
Red 4 (C4)	<p>Physical assault, damage to property, proven allegation of bullying, bringing prohibited items into school eg knife-</p> <p>Parents to attend meeting with a member of the inclusion team and a member of SLT.</p> <p>Activation of behaviour plan/external agency involvement.</p> <p>Sanctions range from a period of internal seclusion to a possible 5 day fixed term.</p> <p>If C4 behaviour is persistent and severe then the school will follow the exclusion arrangements if necessary.</p>
Red 1 - Class teacher to record on CPOMS and parents informed. Behaviour Lead tagged into band 1+	
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>	
	<p><u>Sanctions to be put in place as appropriate for persistent red behaviour:</u></p> <ul style="list-style-type: none"> • Letter home to parents • Report card to monitor behaviour over a set period of time • Meeting with parents with a member of SLT • Meeting with external agencies • Lessons in seclusion 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 • Seclusion at partner academy • Agreed timetable variation • Fixed term exclusion • Managed move to another academy temporary or permanent. • Permanent exclusion

Appendix 2- Reporting Behaviour Incidents on CPOMS- Guidance.

All academy staff are expected to record any incidents of red behaviour on CPOMS using the Behaviour Information Category. Behaviour Information category is to be used for behaviours that warrant the use of a paired class or in-house sanctions eg loss of privileges such as break times, lunch times etc.

If the behaviour escalates to a Red 3 a member of the inclusion team to log behaviour and follow up incidents.

The **Behaviour C4 category is to be used only by a member of SLT** and is used when behaviour is severe enough to warrant either internal or external seclusion, fixed term exclusion or permanent exclusion.

Appendix 3- Guidance for Lunchtime Staff

Staff must:

- Insist that they are called by their surname eg Mrs, Miss etc.
- Maintain a fully professional conduct at all times
- Treat all pupils equally: with respect, dignity and care
- Ensure that high expectations of behaviour are embedded
- Act swiftly to resolve any behavioural issues over lunch time using the expected 'green' language and restorative practice prompts.
- Ensure any children who are showing amber behaviour eg arguing with others, upsetting or disrupting the play of others, not following an instruction in a timely manner are dealt with by lunch time staff: for example moved onto a different area or asked to go back into the hall for a 'cool down' period. This behaviour and action must be recorded in the lunch time supervisors' notebook.
- Where staff deem behaviour to be 'red' eg swearing, purposely hurting others, putting themselves or others in danger etc are to be referred to the Senior Member of lunchtime staff (Mrs Janet Blake) and an appropriate sanction in-line with the behaviour policy will be agreed between Mrs Blake and a member of the Inclusion Team (if Inclusion Team staff are not available speak to a member of SLT.)
- Red behaviours over lunch to be recorded in-line with academy policy by a member of the inclusion team if deemed necessary.

Appendix 4- Department for Education Exclusion Guidance

Exclusion

If a school cannot tackle unacceptable behaviour in any other way, they may use exclusion as a last resort.

Fixed period exclusion

A child can be excluded for a fixed period of up to 45 school days each school year. Once a child has had over 15 days of fixed period exclusions, a meeting of the AAB body will automatically be arranged.

Permanent exclusion

A meeting of the school's governing body discipline committee will be arranged within 15 school days of the permanent exclusion. At the meeting, a decision will be made either to allow the child back into the academy or to exclude them from the academy permanently.

