
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.

This policy includes the Anti-Bullying 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
- Complaints Policy
- Equality and Diversity Policy
- Whistleblowing Policy
- Safeguarding Policy

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

These expectations are underpinned by our Code of Conduct and Star Rules:

Code of conduct

All pupils should be **STARS**:

Sensible and safe. We **behave sensibly** and **safely** at all times

Trying hard. We **try hard** with everything we do.

Achieving success. We **achieve success** through hard work

Respecting and caring. We **respect ourselves and others and care** about our school

Starting on time, being here every day. We **start on time and try to be here every day**

STAR RULES

To be a star I will:

- Always behave sensibly and safely.
- Follow instructions.
- Listen to adults and other pupils.
- Use my voice at the right time and not call out.
- Always show good manners and respect.
- Try to be independent.
- Try my best in all my learning.
- Be kind and thoughtful towards others.
- Be helpful and responsible.
- Look after school property and the property of others.
- Start lessons on time.

Expectations of the School Community

Staff and EAB	<ul style="list-style-type: none"> ➤ To lead by example. To be consistent in dealing with pupils, parents and adults in general. ➤ To encourage the aims and values of the school, and local community, among the pupils. ➤ To have high expectations of the pupils. ➤ To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. ➤ To encourage regular communication between home and school. ➤ To respect pupils and be consistent.
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Registered Office / Head Office

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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Children	<ul style="list-style-type: none"> ➤ To respect, support and care for each other, both in school and the wider community. ➤ To listen to others and respect their opinions. ➤ To attend school on time and have an attendance of at least 95%, be ready to learn and take part in school activities. ➤ To take responsibility for their own actions and behaviour. ➤ To follow the academy rules as instructed by all members of staff throughout the school day ➤ To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexuality and age.
Parents/Carers	<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 Lower Fields Primary 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 about pupils.
- Make sure that all children are praised and rewarded for behaving well
- 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. Code of Conduct & Star Rules
- 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 recognize good behaviour through privileges and rewards. This might include stickers, stamps, Superstar Time, class rewards etc.

- House Points. All pupils are members of one of our four Houses and can earn House Points for their House. Individual achievements are recognised in multiples of 50 House Points and a certificate awarded.



- Pupils can gain a Star of the Week Certificate; one per class each week nominated by class teachers.
- A Head Teacher's Superstar Award can be given for outstanding work, effort or behaviour.
- Each half-term pupils can gain an Always a Star Certificate and badge if they have followed the Code of Conduct all half-term and attended school with at least 95% recorded.
- Times Tables Rock Stars certificates are given out each week.
- Attendance awards are given for classes and individuals.
- Sports certificates and subject specific awards feature regularly.
- There is a termly prize draw based on 'impressing an adult' (Names in the Hat)
- A weekly House/Celebration Assembly takes place every Friday.

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. We use the Behaviour Tree and Red Card System to give pupils a visual cue.

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

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

Where there are persistent repetitions of disruption a personalised home-school monitoring report or similar 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.

Progression of Consequences

Code	Academy Card System	DELTA Consequences
Warning	GREEN on the Behaviour Tree in teaching areas	All pupils are expected to stay on green and this is achieved by following the rules. A verbal warning is given for low level behaviour such as swinging on a chair, shouting out, talking when not appropriate, and distracting others. Adults ensure the child understands why they are being given a warning.
C1	Moved to YELLOW on Behaviour Tree	If the behaviour continues the name will be moved to yellow
C2	Stay on YELLOW	Further reminder given before moving to orange
C3	Moved to ORANGE on Behaviour Tree	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. Some behaviours are more serious and pupils can be moved straight to orange: e.g. rudeness, answering back, scuffle in the playground, refusal
C4	RED CARD A Red Card is a serious matter: <ul style="list-style-type: none"> •The child will be removed from the class for a period of time and be supervised by a member of the Pastoral Team. •The child will have to telephone their parents/carers to explain what has happened; (with a member of the Pastoral Team, at a suitable time). If the child is not ready to go back to the classroom they must complete the work they are missing in silence <ul style="list-style-type: none"> •In addition a Red Card will lead to a lunchtime detention 	A red card can result from repeated infringements of the school's expectations, as set out in the Star Rules. It can also be given for a single serious incident without any warning: <ul style="list-style-type: none"> ➢ Hurting other deliberately and intentionally ➢ Serious incidents of swearing, rudeness and disrespect to/about adults or other pupils ➢ Refusing to cooperate with adults after being asked/warned ➢ Deliberately damaging school property or equipment ➢ Stealing ➢ Proven and persistent bullying ➢ Walking out of a classroom, the playgrounds or school grounds without permission/prior arrangement Detentions will be arranged and supervised by members of the SLT
C5	Red Card 2,3,4 The steps for Red Card 1 will be followed. Referrals will be made to the appropriate member of staff: RC2 Key Stage Leader RC3 Vice- Principal RC4 Principal	
C6	Outside Card System	Progression to a C6 may result in an internal or external exclusion which are issued by the Principal/Vice Principal. 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.

At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated by the Leadership Team.

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 AAB.

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 AAB will be informed annually of the number and types of exclusions.

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 appropriate adults.
- 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.

Behaviour & Inclusion Team:

- Mr G Sykes – Behaviour leader
- Miss R Ryley – Inclusion Leader
- Mrs D George – Pastoral Support Leader
- Mrs E Stoddart – Pastoral Team Worker
- Mr U Khan – Learning Mentor
- Miss C Hopkins – Pastoral Team Worker

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 deescalate behaviours and re-engage children.
- Children's behaviour records are passed onto the next teacher through CPOMS and School Pupil Tracker, which includes records of strategies used.

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 Lower Fields Primary 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?

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.

November 2018

Review date: September 2019

Signed:

Chair of AAB