
Behaviour and conduct Policy – Inc. Exclusion Arrangements

A Consistent Approach

- 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 the Senior Leadership Team will monitor this on a regular basis.

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:

- 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 children

- Establish a safe and stimulating environment for children, rooted in mutual respect
- Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values, behaviour and conduct which are expected of children.

Manage behaviour and conduct effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour and conduct in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
- Have high expectations of behaviour and conduct, 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 children's needs in order to involve and motivate them.
- Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary.

Academy Expectations:

We have agreed three academy expectations that permeate the teaching and management of behaviour and conduct:

- ✓ **Be safe**
- ✓ **Be respectful**
- ✓ **Be responsible**

Expectations of the School Community

Staff and EAB	<p>To lead by example. To be consistent in dealing with children, parents and adults in general.</p> <p>To encourage the aims and values of the school, and local community, among the children.</p> <p>To have high expectations of the children.</p> <p>To meet the educational, social and behavioural needs of the children through an appropriate curriculum and individual support.</p> <p>To encourage regular communication between home and school.</p> <p>To respect children and be consistent.</p>
Children	<p>To respect, support and care for each other, both in school and the wider community.</p> <p>To listen to others and respect their opinions.</p> <p>To attend school on time and have an attendance of at least 95%, be ready to learn and take part in school activities.</p> <p>To take responsibility for their own actions and behaviour.</p> <p>To follow the academy rules as instructed by all members of staff throughout the school day</p> <p>To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexuality and age.</p>
Parents/Carers	<p>To be aware of, and support, the school's values and expectations.</p> <p>To ensure that children come to school regularly, on time for the school day.</p> <p>To take an active and supportive interest in their child's work and progress.</p> <p>To respect, model and support the aims and values of the school</p>



Positive Strategies

Staff have been trained to use the Thrive Approach to maintain a consistent and calm approach to managing behaviour by using the PLACE strategy:

- Set emotional tone – do not get pulled into a feeling by the child's state
 - Separate the **behaviour** from the **child**
 - 5 qualities that set best background atmosphere for emotional learning:-
- P = Playful:** (opposite of aggressive/challenging) use a light tone of voice so that the child feels safe and able to listen
- L = Loving:** whatever the behaviour is, we remove this from the child. Show that you are consistent, you care about the child even if they have done something wrong)
- A = Accepting:** accepting what caused the incident without judgement – **not** accepting the behaviour
- C = Curious:** *"I wonder"*. Demonstrate that you are interested in understanding what happened, not just there to judge
- E = Empathic:** demonstrate that you as an adult feel the child's anger, frustration, upset

In addition the following strategies should also be used:

- ✓ Meet and greet- every morning, calling each child by name and asking after them
- ✓ Persistently catch children doing the right thing
- ✓ Teach the behaviours they want to see
- ✓ Teach children how they would like to be treated
- ✓ They agree rules/ routines/ expectations with their class/ classes they teach and consistently apply them with positive consequences and sanctions
- ✓ Smile
- ✓ Respond to poor behaviour with deliberate calm
- ✓ Correct all poor behaviour in private – don't make them famous for failing
- ✓ Sometimes saying nothing and wait
- ✓ 'Deliberate Botheredness' – the small stuff, the daily acts of care, generosity of spirit
- ✓ Give extra responsibility
- ✓ Simple act of remembering something about them
- ✓ Reward children for going over and above
- ✓ Use 'hands up' as a strategy for gaining pupil attention
- ✓ Avoid using raised voices or shouting at a pupil unless there is an immediate danger or situation where it is needed to gain attention quickly

Rewards

We recognise good behaviour and conduct through privileges and rewards. This includes stickers, certificates, house points and class rewards.

House Points

All children are members of one of our four Houses and can earn House Points for their House. Individual achievements are recognised in multiples of 100 House Points and a certificate is awarded.

Additional Rewards: Class teachers also use a range of other rewards such as 'Superstar Time' and Class Dojos.

Celebrating Success









Celebration Assembly takes place every other Friday, where we present the following awards:

- **Rainbow Certificate:** nominated by class teachers for pupils who have gone 'above and beyond'
- **Principal's Award:** for outstanding work, effort or behaviour
- **Attendance Awards:** are given for classes and individuals who have excellent or improving attendance
- Sports certificates, music certificates and any other subject specific awards feature regularly

Each half term we focus on one outstanding learning behaviour. Children learn about the behaviour and are taught strategies to enable them to apply this. Children who demonstrate the outstanding behaviour are able to achieve Rainbow Status and this is celebrated with parents and the whole school.

Lower Fields 6 Focussed Learning Behaviours

Resilience (Autumn 1)	
<ul style="list-style-type: none"> • get lost in learning – I can be on task and get completely absorbed in my learning • managing distractions – I can shut out distractions when I’m learning • persevering – I can stick with my learning, even when I find it hard 	
Curiosity (Autumn 2)	
<ul style="list-style-type: none"> • wondering – I wonder why..... • questioning – think of excellent questions to find out more • investigating – use a range of strategies to find things out for yourself 	
Creativity (Spring 1)	
<ul style="list-style-type: none"> • being resourceful – use what is available in different ways to further my learning and outcomes • making connections – use good ideas from others and what you already know • taking risks - give it a go, try things out and see what happens, don’t be afraid of failure 	
Cooperation & Teamwork (Spring 2)	
<ul style="list-style-type: none"> • be self-reliant – recognise when to work independently and collaboratively • be a team player – work well as part of a team, listen to other ideas • empathise – see things from the viewpoint of other people 	
Independence (Summer 1)	
<ul style="list-style-type: none"> • try it yourself – attempt to do the task on your own • try again – if it didn’t work the first time try something different • get unstuck – if you still can’t do it use a resource to help you or ask someone 	
Reflectiveness (Summer 2)	
<ul style="list-style-type: none"> • evaluate – review what you’ve done and identify how it could be better • take advice – invite feedback and deal positively with praise, setback and criticism • next steps – set realistic goals and criteria for success 	

Progression of Consequences

A positive behaviour tree is present in all classrooms and is used to manage behaviour*:

Rainbow Status	Awarded to children for demonstrating our focussed learning behaviours (this is shared with parents via Class Dojo or a text message).
GREEN on the Behaviour Tree	<ul style="list-style-type: none"> All children start on green and this is maintained by meeting the expectations for behaviour and conduct. A verbal warning is given for low-level behaviours 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.
YELLOW on Behaviour Tree	<ul style="list-style-type: none"> If the low level behaviour continues the name will be moved to yellow Further reminder given before moving to orange
ORANGE on Behaviour Tree	<ul style="list-style-type: none"> Remind the pupil it is their choice to break the school rules Explain the rule they are breaking. Offer them solutions to alter their behaviour. Ask the pupil to take 5 minutes out within the classroom to think about their behaviour. Some behaviours are more serious and children can be moved straight to orange: e.g. rudeness, answering back, minor scuffles in the playground, refusal A TA, teacher or member of the pastoral team can support the child and avoid escalated behaviour e.g. through discussion, a break from the classroom, support in the lesson
RED CARD A Red Card is a serious matter:	<p>A red card can result from repeated infringements of the academy's expectations. It can also be given for a single serious incident without warning</p> <ul style="list-style-type: none"> Hurting others deliberately and intentionally Serious incidents of swearing, rudeness and disrespect regarding adults or other children 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
<p>A Red Card is a serious matter:</p> <ul style="list-style-type: none"> The child is removed from the class (or other area in school) and taken to a quiet space e.g. Reflection Room 1 or 2 by the teacher or TA. When the child is ready, the adult should talk to the child about what happened and discuss strategies to prevent the behaviour being repeated and explore what could have been done differently. Use the Zones of Regulation chart to identify how the child was feeling and what strategy they could have used to move to a different zone. When the child is ready, explore how they can 'restore' what went wrong. E.g. writing a letter, apologising, doing a job or something useful for someone. Depending on the child this may need to happen later in the day or even the next day when they are in a calm state. Once a child fully accepts and understands what they have done, the child will telephone their parents/carers to explain what has happened (supervised by the teacher or TA). If the child isn't able or willing to make the phone call the adult should do it in the child's presence. If the child is not ready to go back to the classroom they must complete the work they are missing in the quiet space with the adult. 	
<p>Children who receive more than one red card within one half term period:</p>	

Red card 2: Class teacher contacts parents/carers to discuss initial concerns and a target for improvement shared

Red card 3: Parents/carers attends meeting in school with class teacher and KS leader. Behaviour plan/strategies put in place which identifies support needed for improvement

Red card 4+: Parents/carers meet with Principal and Pastoral Team to review the behaviour plan, including involving external agencies as appropriate. Parents are made aware that their child may now be at risk of internal/external exclusion.

* Some pupils with additional needs have individual plans to support their positive behaviour and may not follow the 'normal' behaviour system.

Key Stage Leaders:

EYFS: Miss W Allatt

KS1: Mrs Davy/Mr Flory

KS2: Mrs Clayton/Mr Gallucci

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 Principal may issue a fixed term or permanent exclusion. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the principal excludes a pupil, 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 Principal 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 Principal 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 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 the 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 children 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 children who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by appropriate adults.

All staff working with children with a positive behaviour plan will be informed of this in order to give a consistent approach throughout the school day.

Behaviour & Inclusion Team:

Mrs A Gavin – Principal & DSL

Mrs C Clayton – Assistant Principal /SENDCo

Mrs D George – Pastoral Support Leader/DDSL

Mrs A Hodgson – Parental Support Worker/DDSL

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 Sims, which includes records of strategies used.

Disciplinary action against children 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 Principal 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 children as a **last resort to maintaining a safe environment**. If children 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 children 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 children 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 children at the academy. (see E-Safety Policy)

Monitoring and Review

This Behaviour and Conduct Policy will be reviewed on an annual basis.

This Policy should be read and applied in conjunction with the Addendum Covid-19.

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

Sept 2021

Review date: Sept 2022