

Behaviour Policy – Inc Exclusion Arrangements

Park View Primary Academy

Policy for Behaviour – 2017-18



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**:

- ① Establish a safe and stimulating environment for pupils, rooted in mutual respect
- ① Set high expectations which inspire, motivate and challenge pupils
- ① Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- ① Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- ① Manage behaviour effectively to ensure a good and safe learning environment
- ① 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
- ① Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- ① Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- ① Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

School Rules

Our Aims are supported by our school rules:

- ① We are **proud** of ourselves and our school
- ① We are **productive** in our learning
- ① We are **positive** with others

Expectations of the School Community

<p>Staff and Governors</p>	<ul style="list-style-type: none"> ① To lead by example. ① To be consistent in dealing with pupils, parents and adults in general. ① To encourage the aims and values of the school, and local community, among the pupils. ① To have high expectations of the pupils. ① To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. ① To encourage regular communication between home and school. ① To respect pupils and be consistent
<p>Children</p>	<ul style="list-style-type: none"> ① To respect, support and care for each other, both in school and the wider community. ① To listen to others and respect their opinions. ① To attend school regularly, on time, ready to learn and take part in school activities. ① To take responsibility for their own actions and behaviour. ① To follow the school rules as instructed by all members of staff throughout the school day. ① To be respectful of others, regardless of differences; for example race, gender, religion, disability, sexualisation and age.
<p>Parents</p>	<ul style="list-style-type: none"> ① To be aware of, respect and support, the school's values and expectations. ① To ensure that pupils come to school regularly, on time and prepared for the school day. ① To take an active and supportive interest in their child's work and progress.

Curriculum

Our pupils are supported in meeting and understanding the school rules and expectations through the whole school curriculum. Each year in the first half of the Autumn term, we have a focus week on each of the 3Ps. In addition, in the Summer term, we have a focus on the 7Rs for learning. (See Appendix 2).

In class, teachers support pupils through the use of Circle Time and the PHSCE curriculum.

Positive Behaviour Strategies

The following are strategies used by staff at Park View Primary to manage behaviour in a positive, pro-active way:

- 🕒 recognise and highlight good behaviour as it occurs through the use of rewards
- 🕒 make sure that all children are praised for behaving well
- 🕒 be positive
- 🕒 always listen to children (Ask all pupils involved : *What happened?*)
- 🕒 building positive relationships and **knowing** the children well
- 🕒 re-directing
- 🕒 planned ignoring
- 🕒 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 (see appendix 3)
- 🕒 encourage children to be responsible for their own behaviour
- 🕒 be consistent in our expectations with all children
- 🕒 clarity on expectations when moving round school: 3 Ss (*Silently, Smartly, Single file*)
- 🕒 praise good behaviour before criticising inappropriate behaviour
- 🕒 give children jobs or responsibilities as appropriate
- 🕒 value children's ideas
- 🕒 clear systems for gaining children's attentions: 'Gimme 5!' (*2 eyes looking, 2 ears listening, one mouth quiet*)

Rewards

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

- 🕒 verbal praise
- 🕒 stickers to collect on sticker charts which are displayed in the classroom (Completed Sticker Charts are entered into the Golden Box)
- 🕒 Dojos
- 🕒 class rewards
- 🕒 sent to another teacher / Principal with work
- 🕒 Principal's reward sticker
- 🕒 certificate in Good Work assembly
- 🕒 let parents know about their child's good behaviour
- 🕒 pupil name entered into the Golden Box
- 🕒 'Wow' moments postcard home
- 🕒 Visual praise e.g. smile or a thumbs up

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. This system is outlined in Appendix 1 of the policy.

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

In the event of a more severe incident leading to disruption of the class, if the behaviour continues after the choice has been given we will refer the pupil to a member of SLT.

At first opportunity, when the rest of the class is occupied, we will talk to the child about their behaviour and ensure they understand why it is unacceptable. The child will be asked to make a choice about their behaviour on entering the class again and praised when they make the 'good choice'.

We approach every session as a new session (half a day). Children have the right to put previous problems behind them, and to have a fresh start.

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. A Behaviour Incident Form should be completed.

Internal Isolation

This involves a child being isolated from their peers and may take place within the school or at a nearby academy. Children are expected to be brought to the school office to receive their mark in the register and are kept separate from their class.

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:

- ④ To ensure the safety and well-being of all staff and children.
- ④ To maintain high standards of behaviour in school

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 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 Principal 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, 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 Headteacher 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.

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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.

Children are expected to: **'Play Safe and Play Fair'**.

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 on the following steps:

- ④ All TAs/HLTAs to do morning break duty as per rota – staff are expected to be ready and on the playground a few minutes before
- ④ Teachers ensure that pupils are supervised when they enter the playground
- ④ Teachers are expected to collect their class when the bell goes

- ⦿ Children should come in silently and start learning immediately
- ⦿ Children are encouraged to go to the toilet on the way in /out to playtime
- ⦿ All members of staff are expected to use the language of choice and consequence. If a pupil / pupils are not Playing Safe or Fair they will be asked to make better choices
- ⦿ If children do not correct their behaviour, they will be given 5 minutes 'Time Out' e.g. at the wall
- ⦿ All incidents are investigated fairly by asking all pupils involved 'What Happened?' before escalating to a the Learning Mentor or Senior Member of Staff
- ⦿ It may be that some children continue to make poor choices on the playground (hurting children, abuse or insolence to staff) and at this point, a Behaviour Incident Form should be completed the Learning Mentor or a member of SLT should be informed and parents may be invited to discuss this with us in school
- ⦿ In some cases, it may be necessary for children to have break times on their own or to alternate playtimes between going out and staying in to enable us to keep certain children apart to prevent further aggressive / violent behaviour

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 Park View 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 Park View our wish is to develop in every individual a sense of self worth and respect for others. We celebrate our cultural diversity.

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. **All** incidents should be reported on a Behaviour Incident Form.

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 brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Principal.

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 is 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 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

- ① 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 friends etc.
- ① All staff working with pupils with success sheets and behaviour cards will be informed of this in order to give a consistent approach throughout the school day.
- ① Preventative actions e.g. alternative role in classrooms

- ④ Referrals to inclusion team

Staff development and support

- ④ Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff.
- ④ 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.
- ④ Staff needing help with behaviour management will be supported through appropriate CPD.

Managing pupil transition

- ④ Prior to moving class, staff meet to discuss individual children and strategies used to de-escalate behaviours and re-engage children.
- ④ 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

- ④ 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.
- ④ Depending on the outcome, school behaviour systems may be put in place where appropriate including discussion with the parents.
- ④ These will be recorded on the school incident recording forms which record outcomes and actions.
- ④ Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. 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 policy document was produced in consultation with school staff and EAB. This Behaviour Policy will be reviewed on an annual basis and behaviour issues will be monitored by the Principal, 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	Possible rewards ...Changing lives
<p>Following the school rules.</p> <p>Displaying positive learning behaviours</p>	<ul style="list-style-type: none"> ○ Verbal praise ○ Stickers to collect on sticker charts which are displayed in the classroom ○ Dojo Points ○ Class rewards – these will be agreed with the class teacher ○ Sent to another teacher or the Principal with good work ○ Principal’s reward sticker ○ Certificate in in Good Work assembly ○ Pupil name can be entered into the Golden Box ○ ‘Wow’ moments postcard can be sent home
	Possible Consequences
<p>Warning</p> <p>Rule reminder</p>	<p>A warning can be given for low level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State why the warning has been given e.g. why the behaviour is not acceptable.</p>
<p>C1 -</p>	<p>The pupils’ name will be recorded on the board at this point.</p> <p>Remind pupil why they are now on a C1 (what they have done and why it is unacceptable) and ask to choose to correct their behaviour.</p>
<p>C2-</p>	<p>C2 ticked by name. C2 recorded by name. Offer solutions on how they can alter their behaviour</p>
<p>C3-</p>	<p>C3 ticked by name. 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 sit in isolation in the classroom for 5 minutes to reflect.</p>
<p>C4-</p>	<p>At this point the pupil must be informed that their behaviour has disrupted the learning of others and that this will now be reported to SLT. This will mean that they lose a lunchtime play and will have to meet with a member of SLT to discuss their behaviour. Class teacher completes incident log and informs Learning Mentor. Class teacher informs parents and parents sign record.</p>
<p>C5-</p>	<p>Given for continued or severe 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.</p> <p>Pupil will be sent to SLT/Learning Mentor and will be issued with a lunchtime detention.</p> <p>Learning Mentor/SLT informs parents and parents sign record.</p>
<p>C6-</p>	<p>Progression to a C6 may result in exclusion; this will be issued for extreme behaviours such as: Physical violence against another pupil or adult, including threatened. Health and safety issues such as frequent non-compliance, refusal to follow behaviour policy. The Principal will be involved at this stage.</p>
<p>Learning Mentor/SLT to monitor C4/C5 behaviour and where necessary, observe the pupil in class; meet with class teacher to discuss support plans; meet with parents to discuss a way forward.</p>	

At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanctions may be escalate. A Behaviour Form should be completed.

Sanctions to be put in place as appropriate:

Letter home to parents

Report card to monitor behaviour over a set period of time

Meeting with parents with a member of the SLT

Meeting with external agencies

Lessons in isolation away 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 Success Chart

Behaviour management plan: Red Report Card

Parent asked to come into school to support in class

Part time timetable

Community Service

Fixed term exclusion

Managed move to another school temporary or permanent.

Permanent exclusion

Appendix 2

7Rs of Learning

What makes you a good learner?

