

Behaviour Policy – inc Exclusion Arrangements

Park View Primary Academy

Policy for 20/21

Policy reviewed: September 2020

Person responsible: Riccardo Paffetti

Date of next review: September 2021

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**:

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, in accordance with the school's behaviour policy.
- 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.

School Behaviour Expectations:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

Expectations of the School Community:**Staff and AAB:**

- 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.

Children:

- 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 regularly, on time, ready to learn and take part in school activities. To take responsibility for their own actions and behaviour.
- To follow the school 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, sexualisation and age.

Parents:

- To be aware of, respect and support, the school's values and expectations.
- To ensure that pupils come to school regularly, on time and prepared for the school day.
- 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. In class, teachers support pupils through the use of Circle Time and the PHSCE curriculum.

We use reading sessions to discuss stories with moral and empathy for others and when appropriate news time is used to address current affairs.

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
- Dojos
- class rewards
- sent to another teacher / Head of Academy with work Head of Academy's rewards
- certificates in Good Work assembly
- let parents know about their child's good behaviour 'Wow' moments postcard home
- Visual praise e.g. smile or a thumbs up

At Park View Primary Academy we encourage children to be safe, responsible and respectful. Children are always told that if they have had problems before, they have a right to a fresh start. Where there are repeated problems with behaviour, parents will always be invited in to school to discuss why this has happened.

If children do not follow our school rules then they receive a warning. There are 6 stages to these warnings:

- C1 – This is the first warning from the teacher. No actions are taken but they are reminded to make the right choice.
- C2 – The teacher writes down their name and reminds them of the choices they must make.
- C3 – Children are then reminded again to do the right thing and then given 5 minutes to sit quietly alone in class.
- C4 – Children then have to leave the classroom and continue their work, with support, in another area. They will also miss their break time.
- C5 – This action only takes place when a child is refusing to do as they are told or acting in a threatening or unsafe way. They then work for half a day, with support, in a different classroom.
- C6 – This can lead to an exclusion by the Head of Academy. A child is only given a C6 if they have been physically violent towards others or are endangering themselves.

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

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 immediately, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the Academy Advisory Body (AAB). The Head of Academy will follow the Local Authority (LA) guidelines and would inform the LA, and the AAB. 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 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. An official exclusion form is sent to the LA. The AAB 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.

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:

- 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.
- Teachers ensure that pupils are supervised when they enter the playground. 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 and expected to make better choices.
- If children do not correct their behaviour, they will be given 5 minutes 'Time Out'.
- All incidents are investigated fairly by asking all pupils involved 'What Happened?' before escalating to the Learning Mentor or a Senior Leader.
- 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 inappropriate behaviour.

Anti-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 recorded electronically and 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 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 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

- 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.
- 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.
- Preventative actions e.g. alternative role in classrooms.
- Referrals to the Inclusion Team.

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 Leader, or any member of the SLT.
- 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 the inclusion file which also 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.
- These will be recorded electronically.
- 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 Head of Academy, 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.

Nominated member of staff to oversee the policy development: Riccardo Paffetti

Nominated AAB member : Alaric Hall