

## **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

<b>Staff and EAB</b>	<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>
<b>Children</b>	<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>
<b>Parents/Carers</b>	<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

The following are strategies used by staff at Lower Fields Primary Academy to manage behaviour and conduct in a positive, pro-active way:

- ✓ Recognise and highlight good behaviour and conduct as it occurs through the use of praise
- ✓ Be positive about children
- ✓ Make sure that all children receive positive reinforcement for behaving well
- ✓ Always listen to children
- ✓ Set personal standards of behaviour, conduct and respect for other people
- ✓ Criticise the action, not the child, but praise both action and child.

- ✓ Display expectations clearly
- ✓ Encourage children to be responsible for their own behaviour
- ✓ Be consistent in our expectations with all children
- ✓ Praise good behaviour and conduct before criticising inappropriate behaviour and conduct
- ✓ Give children jobs or responsibilities as appropriate
- ✓ Value children's ideas.

## Rewards

We recognise good behaviour and conduct through privileges and rewards. This includes stickers, certificates, Always points and prizes from the school shop.

**Additional Rewards:** Class teachers also use a range of other rewards such as Class Dojos.

## Celebrating Success

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

- **PROUD Certificate:** two per class per week, nominated by class teachers for pupils who have gone 'above and beyond'
- **Head of School's Award:** for outstanding work, effort or behaviour
- **Attendance Awards:** are given for classes and individuals who have excellent or improving attendance
- Sports certificates and subject specific awards feature regularly

## Progression of Consequences

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

There is a stepped consequence system in place which is clear and understandable for all stakeholders.

**C1 – a warning with a clear instruction from the teacher to highlight which aspect of a child's behaviour requires improvement.**

**C2 – a child is moved places within the classroom for the remainder of the lesson.**

**C3 – a child spends 10 minutes in the 'Room for Improvement'.**

**C4 – a child spends 30 minutes in the 'Room for Improvement'**

\* Some pupils with additional needs have individual plans to support their positive behaviour

## 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 School may issue a fixed term or permanent exclusion. It is also possible for the Head of School to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head of School 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 Head of School 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 School 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:**

Miss H Wrightson – Head of School  
Mr A Wood – Vice Principal  
Mrs E Tolan – Safeguarding Officer  
Mrs R Packwood – SENCo  
Mr Z Grosvenor – Learning mentor

### **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 Head of School 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)

## 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?

### **Monitoring and Review**

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

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

September 2020

Reviewdate: September 2021