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## Behaviour Policy – Inc Exclusion Arrangements

**Date of Policy:** February 2018

**Review Date:** February 2019

### Purpose

The purpose of the policy is to have a consistent approach to behaviour management at Worlabby Academy.

### Aims

The aims of this policy are to improve the engagement of children, to ensure the rules are followed consistently leading to the raising of standards.

### Objectives

To continue to maintain high standards of behaviour we will:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy'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.

### Wider academy aims and ethos

At Worlabby Academy, our aim is for all children to demonstrate respect and tolerance and to work towards achievement of the academy values, leading the children into becoming healthy, confident, caring and successful learners. The children will continue to maintain the academy and community as a bully free zone. Our children have a voice and continue to use it effectively to bring about positive change.

We hold great value in our pupils having an ability to recognise the difference between right and wrong, and to readily apply this understanding in their own lives and in so doing, respect the civil and criminal law of England. They will also be encouraged to demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We expect excellent standards of behaviour.

## **Roles and Responsibilities**

It is the responsibility of **ALL** staff to uphold the behaviour rules and procedures. The essential prerequisite for the success of this policy is a consistent commitment from all staff to operate within the agreed framework.

## **Equal opportunities and inclusion**

The vast majority of children will be able to understand and follow the behaviour rules however there will be some children who need extra support with behaviour and this will be provided through appropriate individual support within the academy and if necessary from external professionals such as the Behaviour Support Team and the Educational Psychologist.

## **Academy Expectation**

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

- **Be Safe**
- **Be Respectful**
- **Be Responsible**
- **Be Tolerant**
- **Be Positive**

## **Expectations of the School Community**

### **Staff and AAB**

- To lead by example
- To be consistent in dealing with children
- To encourage the aims and values of the academy, and local community, among the children.
- To have high expectations of the children
- To meet the educational, social and behavioural needs of the children through an appropriate curriculum and individual support
- To encourage regular communication between home and the academy
- To respect children and be consistent

### **Children**

- To respect, support and care for each other, both in the academy and the wider community.
- To listen to others and respect their opinions.
- To attend the academy regularly, on time, ready to learn and take part in academy 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, sexualisation and age.

## **Parents**

- To be aware of, and support, the academy's values and expectations.
- To ensure that children come to the academy regularly, on time for the academy 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 academy.

## **Positive Behaviour Strategies**

At Worlaby Academy, we expect all children to follow the behaviour rules of the class and the academy. If children do not, the following positive behaviour strategies will be followed:

1. Friendly warning/ reminder of rules
2. Warning and name written on the board
3. Speak to an adult from the class (**KS1**)  
Speak to an adult from the class (outside the room – **KS2**)
4. Move to another class for the remainder of the session (taking work with them to complete)
5. Sent to Principal or Senior Leader
6. Miss next break time

## **Rewards**

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

- Verbal praise
- Stickers
- Merits
- Merit prizes
- Star of the day
- Star of the week certificate
- Star of the week prizes
- 'House' team points
- Termly house team award
- Class rewards
- Sent to another teacher / Principal with work
- Principal's award certificate
- Celebration/Achievement assembly
- Friday table

- Advise parents of their children's good behaviour.

### **Consequences**

When dealing with poor behaviour choices, we are always conscious to maintain a child's self-esteem and ensure we make them aware that it is the behaviour that is unacceptable, never the child. We use the consequences system to ensure that positive classroom behaviour is promoted. At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated. We approach every session as a new session (morning, lunchtime, afternoon). Children have the right to put previous problems behind them. Where there are persistent repetitions of disruption, a personalised home-school monitoring programme may be established. Parents will be involved in this process and the academy 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.

### **Internal Isolation**

This involves a child being isolated from their peers and may take place within their home academy or at a nearby academy.

### **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:

- Maintaining high standards of behaviour in the academy
- Ensuring 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 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 Academy Advisory Board (AAB). The Principal will follow the Local Authority guidelines and would inform the Local Authority, 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 the academy. 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 clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the Local Authority. The Academy Advisory Board 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, but we acknowledge that 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:

1. Friendly warning/reminder of rules
2. Warning and name in lunchtime supervisors book
3. Go to cool out area (outside class 4) for 10 minutes – a member of SLT must be advised of this
4. Sent to Principal or Senior Leader
5. Miss next break time

## **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 Worlaby Academy 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 children and ourselves 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 academy has a clear Anti-Bullying Policy.

## **Racism**

At Worlaby Academy, our wish is to develop in every individual a sense of self-worth and respect for others. Racism is a 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. 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 have a consequence to follow, parents may be brought into the academy, or in very serious incidents, a child may be excluded from school following appropriate investigations by the Head teacher.

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**

At Worlaby Academy, we encourage the views and support from our parents, carers and wider community. We listen to any comments or concerns they may have regarding behaviour.

It is very important that parents and the academy 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 Academy Agreement, which is signed, by new parents, children and the academy. 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 buddies, sports ambassadors and worry box. All staff working with pupils with target sheets and behaviour contracts will be informed of this in order to give a consistent approach throughout the school day.

### **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/academy via the CPOMS system.

### **Pupil's conduct out of school**

The academy will investigate any reported incidents of bullying, including cyber bullying that involve our pupils or behaviour that could adversely affect the reputation of the academy. Depending on the outcome, academy behaviour systems may be put in place where appropriate including discussion with the parents. These will be recorded on the academy bullying records and the CPOMS system, which includes outcomes and actions. Members of staff are not expected to deal with incidents outside of the academy that might put themselves in danger, however all staff have a duty of care.

### **Monitoring and Review**

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 by request.

### **Health, Safety, and Safeguarding**

In some circumstances, positive handling will need to be used to maintain the safety of pupils and staff. Only staff that have current training will be permitted to use the positive handling techniques. A list of those staff can be obtained from the Principal or the SENDco.

### **Assessment and Recording**

All staff are responsible for recording pupil behaviour incidents using the CPOMS system. The Principal will produce a report weekly and advise parents weekly in general terms via the academy newsletter.

### **Monitoring and Evaluation:**

The Principal will analyse behaviour incidents each half term, identifying patterns and consequently will put actions in place as necessary. This will be reported as part of a subject report to the Principal and the AAB.

### **Monitoring and Review:**

The Principal is responsible for monitoring the implementation of this policy and for reviewing the policy with involvement of stakeholders.

### **Other documents and appendices**

The behaviour policy should be read in conjunction with the following policies:

Anti bullying Policy

Safeguarding & Child Protection Policy

SEND Policy

E-Safety Policy

### **Professional Development Opportunities**

Regular meetings are held to discuss behaviours and look at ways of supporting individual children and staff. All staff have a copy of this policy in order that behaviour management is consistent throughout the academy. Staff having difficulties with an individual, class or group should speak to the SENDco, or any member of the SLT.

Staff needing help with behaviour management will be supported through appropriate CPD. Staff requiring support with their own behaviour will be supported by the Principal.

Written by Principal: Sharon Hatton \_\_\_\_\_: January 2018

Ratified by AAB: *Policy Committee* : February 2018

## Appendix 1

	Possible rewards
Following the school rules.  Displaying positive learning behaviours	<ul style="list-style-type: none"> <li>o Verbal praise</li> <li>o Stickers</li> <li>o Merits</li> <li>o Merit prizes</li> <li>o Star of the day</li> <li>o Star of the week certificate</li> <li>o Star of the week prizes</li> <li>o 'House' team points</li> <li>o Termly house team award</li> <li>o Class rewards</li> <li>o Sent to another teacher / Principal with work</li> <li>o Principal's award certificate</li> <li>o Celebration/Achievement assembly</li> <li>o Friday table</li> <li>o Advise parents of their children's good behaviour</li> </ul>
	Possible Consequences
<b>Warning</b>  Rule reminder	A warning can be given for low-level behaviours such as swinging on chair, shouting out, talking when not appropriate, and distracting others. State what is happening and give rule reminder.
<b>C1</b>	<b>The pupils' name will be recorded at this point.</b>  Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.
<b>C2</b>	Sent out of the room to speak to an adult.  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.
<b>C3</b>	At this point, the pupil must leave the classroom and go to partner class for the rest of the session. Pupils going to a partner class should take work with them and it should be completed quietly in the partner classroom and not disrupt the learning of this class- if they do they will be issued with a C4
<b>C4</b>	Given for 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 or continuing to be disruptive.  Pupil will be sent to the Principal to discuss their behaviour.
<b>C5</b>	The pupil will be issued with a break time/ lunchtime detention and will be unable to attend after school club for the next week.
<b>C6</b>	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.

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

Sanctions to  
be put in  
place as  
appropriate

Meeting between parents and Principal  
Letter home to parents  
Report card to monitor behaviour over a set period of time