

## Behaviour Policy – Inc Exclusion Arrangements

### 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 Academy 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.

#### Academy Expectations

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

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

### The Golden Rules

At Rowena Academy we follow the 'Golden Rules'. These rules have been written by the children and are reviewed by them at the beginning of every year:

- **We are all friends at Rowena.**
- **We are kind to each other.**
- **We try our best.**
- **We are smart and sensible.**
- **We are polite and have good manners.**
- **We tell a grown up if we have a problem.**
- **We help new people and visitors.**
- **We walk in classrooms and corridors.**
- **We keep our Academy tidy.**

### At Rowena 'Everyone Matters'

#### Expectations of the Academy Community

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

## **Positive Behaviour Strategies**

### **Catching Children Being Good**

Whenever possible we respond to children's appropriate behaviour, praising or making a positive comment about what we see. This is more conducive to the attitude we are trying to encourage than the more negative approach of reprimanding inappropriate behaviour. Of course, we recognise the need to intervene when we see behaviour that is likely to result in injury to a person or property, but we try to keep this sort of intervention to a minimum.

### **Being Valued**

The following strategies are some of those that might be used to show that we value our pupils:

- Greeting the children in a pleasant way as they arrive or when we meet them throughout the day.
- Responding appropriately to what children want to tell us, e.g. with sympathy over the death of a pet or with shared laughter over something funny.
- Listening to and considering their opinions.
- Responding positively to children's efforts.
- Talking in a polite or pleasant manner to children.
- Voicing things as a request rather than a demand so that children want to co-operate;
- Respecting their property, e.g. asking permission to borrow something rather than just using it.

Our behaviour is the model we are trying to encourage in children. Seeing adults showing a caring attitude will help children develop a respect for themselves and for others.

### **Success**

In planning the curriculum and topic work for the children, staff incorporate assessment opportunities and differentiation according to children's needs, interests and stages of development. This ensures that children are both motivated and provided with opportunities to succeed and develop to their full potential.

### **Rewards**

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

- Verbal praise - One of the most immediate rewards offered to children is praise and in the light of good relationships, is one to which children most readily respond, thus reinforcing the behaviours we wish to foster. Praise links to our strategy of 'catching children being good'.
- Awards - Children can receive an award for anything that a member of staff wishes to commend them for. The following are some of the reasons awards are made:
  - An act of kindness towards someone;
  - Politeness or courtesy;
  - A special effort made in work;
  - Being especially helpful towards others;
  - For sustained effort.

There are many other reasons an award can be given but whatever the reason they are earned and valued because they are not given lightly.

The awards themselves take the form of a sticker or a certificate presented by the Class Teacher in class or at our special Friday Certificate Assembly where each teacher chooses two children to receive a certificate. There is also a special Principals Certificate. They are a big boost to the children's self-esteem (and parents like them too!). Certificates are displayed on our Rowena Board of Honour.

### **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.

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. 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 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.

### **Internal Isolation**

This involves a child being isolated from their peers within the academy (e.g. Star Time Room).

### **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 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 (AAB). 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, 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 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.

### **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, 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:

- Children are supervised at all times and no child is left unattended in the classroom.
- Children are escorted onto the playground at the start of playtime / dinnertime where an adult on duty will be waiting.
- At the end of playtime/lunchtime a member of staff rings the bell and all children stand still. A second bell indicates that the children should walk to their lines where they are then collected by a member of staff and escorted into classrooms.
- Children who do not follow the 'Rowena Playground Rules' will be asked to stop and given a warning.
- For children who present persistent problems they may:
  - have to stand at the 'time out stop',
  - have to hold the hand of a member of staff or
  - be taken in for a member of the Senior Leadership Team to deal with the issue.
- Children have a variety of roles and responsibilities at both playtime and lunchtime which supports the other children in having positive playtime experiences including:
  - Playground Leaders.
  - Rowena Rangers.
  - Class / Academy Councillors.

### **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.
- At Rowena 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 and 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 Rowena Academy our wish is to develop in every individual a sense of self worth and respect for others.

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.

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, 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**

- For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as Class/Academy Councillors, Rowena Rangers, Playground Leaders, Parent Support Adviser, Lego therapy sessions, SEAL lessons, Circle Time, etc.
- All staff working with pupils with target sheets will be informed of this in order to give a consistent approach throughout the school day.

## **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 SENCO, 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 CPOMs 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 Academy.
- Depending on the outcome, school behaviour systems may be put in place, where appropriate, including discussion with the parents.
- These will be recorded on CPOMs which record outcomes and actions.
- Members of staff are not expected to deal with incidents outside of school that might put themselves in danger, however all staff have a duty of care. 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 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.

Review date: September 2019

Signed: *M. Benton*

Principal

Date: 21/08/18

## Appendix

### Sections from Positive Handling Policy

#### Screening pupils

- Schools can impose a requirement that pupils to undergo screening through a walk through or hand held devise, even if they do not suspect them of having a weapon.
- Any member of the staff can screen and pupil consent is not required. It is not anticipated that our school will have a screening devise at the moment.

#### Searching pupils

- School staff can search a pupil for any banned item if the pupil agrees. Banned items include mobile phones, equipment and toys brought from home (unless authorised by the class teacher e.g. as part of a display / show and tell).
- Principals and authorised staff can search a pupil or their possessions without consent where they have reason to suspect the pupil has knives or weapons, alcohol, illegal drugs or stolen items.
- Staff can seize any banned or prohibited item found or which they consider detrimental to school discipline.

#### Using reasonable force or other physical contact (detail in positive handling policy)

- Reasonable force is used to control pupils or restrain them and can be used to prevent pupils from hurting themselves or others, from damaging property or for causing disorder.
- All members of the school staff or any person the Principal has temporarily put in charge of pupils, such as volunteers, have the legal power to use reasonable force. The majority of school staff have had recent and up to date training.
- Reasonable force can be used to
  - Remove a disruptive pupil from a classroom where they have refused to follow an instruction to do so.
  - Prevent behaviour that would disrupt a school event, trip or visit.
  - Prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or disrupt the behaviour of others.
  - Prevent a pupil attacking a member of staff, another pupil or stop a fight in the playground.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
- Reasonable adjustments will be made for disabled or SEN pupils.
- It is unlawful to use force as a punishment.