

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 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.



Academy Expectations

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

- Be Safe
- Be Respectful
- Be Responsible



We also follow 5 “Golden Rules”:

- Always be kind and thoughtful.
- Always look after people and property.
- Always do your very best.
- Always listen carefully and follow instructions.
- Always be responsible.

Expectations of the School Community

Staff and AAB	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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 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	<ul style="list-style-type: none"> ➤ To be aware of, and support, the school’s values and expectations. ➤ To ensure that pupils come to school regularly, on time for the school 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 school.

Positive Behaviour Strategies

- Positive praise.
- Display expectations throughout school.
- Be consistent in our expectations.
- Look for opportunities to publicly praise good behaviour.

Rewards

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

- verbal praise
- stickers / stamps
- class rewards
- sent to another teacher / Head of Academy with work
- Head of Academy's gold sticker
- student of the week in celebration assembly
- let parents know about their children's good behaviour
- reward points and points shop
- prize tub
- 100% attendance
- table reward
- lunchtime rewards
- extra playtime on a Friday afternoon

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.

(See attached)

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'. (We have two sessions: a full morning and a full afternoon.) Children have the right to put previous problems behind them. Please note that for some pupils, this is personalised so a session may be one lesson.

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 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:

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

Under exceptional circumstances, the headteacher may issue a fixed term or permanent exclusion. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher 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 headteacher 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 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 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, 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 should be supervised at all times and no child should be left unattended in the classroom.
- Children are escorted to the playground door at the start of breaks and wait until the member of staff on duty is outside.
- Children should line up outside until a member of staff lets them in /escorts them to the classroom.
- Classes are escorted to lunch and out to breaks.
- The Head of Academy or Assistant Principal supervise in the dining hall.
- Lunchtime leaders activities.
- Indoor KS1 and KS2 lunchtime clubs.
- Learning Mentor lunchtime club for targeted children.
- At the end of playtime, on hearing the first whistle, children stop what they are doing and stand still. A second whistle indicates for the children to line up in their specified place and wait for their adult.
- Children who misbehave will be asked to stop and given a warning. Hurting another child or repeating an offence will result in them being sent in to their class teacher.
- For children who present persistent problems of a more serious nature (hurting others, abuse or insolence to staff), parents will be invited into school to discuss this.
- 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.

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 Crookesbroom Primary 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 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 Crookesbroom Primary 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, 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 Headteacher. All racist incidents will be logged and reported to the AAB.

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 eg Learning Mentor time, nurture group, Thrive or individual or group support.
- For children who require specific personalised behaviour support, a behaviour support plan will be put in place and shared with all staff in school in order to give a consistent approach throughout the school day.
- Time out table or safe place to go to will be made available when children are struggling to follow school rules and are presenting a danger to themselves and others.

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 available on cpoms..



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 on the school incident recording forms 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 daily, via cpoms logs, by the Headteacher and through discussions with staff.

This document is freely available to the school community and will be posted on the school website with a hard copy available at the main office.

Positive Handling Policy

We aim to:

- create a calm, purposeful environment where staff and pupils feel safe and secure
- encourage positive behaviour
- have consistent strategies to manage unacceptable behaviour
- set in the context of the ages and abilities of the children in school

This policy is a statement of the arrangements for Control and Restraints at Crookesbroom Primary Academy.

Rationale

- This policy is based on the idea that physically restraining pupils will be as a last resort and occur rarely and only when there is no alternative in theirs and others' interests and safety. Physical restraint should only be used where behaviours are such that they will have a direct impact on the safety of the pupil, of others, where there is a risk of damage to property or where there is serious disruption.
- Crookesbroom Primary Academy recognises the importance of placing its policy on physical restraint within the context of its whole-school approach to behaviour. This academy's behaviour policy sets out the steps taken to positively promote and encourage good behaviour amongst pupils; is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps.

Aims & Objectives

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning how to behave appropriately towards others.

- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in a difficult situation.

Training

All staff may physically restrain pupils to protect the pupils or themselves without having received formal training according to LA documentation. However, the academy will Team Teach train some staff and to update that training as required (every 3 years).

Implementation

The academy has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical restraint should at no time be used as a threat, a punishment to the pupil, or to force compliance with staff instructions when there is no risk of injury or serious harm to property.

Physical restraint will only be used in the following circumstances:

- The child is attempting to harm himself/herself or his/her actions may result in harm.
- There is a risk of physical injury to a member of staff or a member of the public.
- Damage to property is being caused.
- It is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken.

Restraint will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give clear instruction warning the pupil that unless he/she conforms then physical restraint will be applied.
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others, once they have calmed down and no longer posing a threat then the restraint will cease.
- Summon help from another member of staff, to assist and, where possible, one other to act as a witness.
- Other staff may need to swap in as needed.
- Use only the minimum force necessary to prevent injury or damage, and apply for the minimum amount of time.
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to regain self-control.
- Reassure the pupil that no harm will follow.

Both pupil and the adult should be given time to recover, acknowledging that emotional distress takes longer to subside than physical symptoms. Immediately following an incident, staff involved will be given the opportunity to take time out.

Roles and Responsibilities

The role of the class teacher is to:

- Act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property
- Log incidents on CPOMs

The role of the Head of Academy is to:

- Ensure that reports of incidents are logged on CPOMs and parents informed as appropriate. (If other professionals are involved with the child eg social worker, these will be informed also.)
- Ensure Team Teach training is kept up to date.
- Arrange for reports monitoring and evaluating the use of restraint to be prepared on a regular basis for the AAB.
- Monitor the use of restraint, including consideration of:
 1. The attempts at defusing situations
 2. Correct post-restraint procedures have been carried out
 3. The need for individual behaviour plans/positive handling plans
 4. The need for training for staff

The role of the AAB is to:

- Ensure that the policy is administered fairly and consistently
- Review this policy every two years

Monitoring and Review

The Head of Academy will:

- Monitor the effectiveness of this policy on a regular basis
- Report to the AAB on the effectiveness of the policy
- If necessary, make recommendations for further improvements

Recording incidents

All serious incidents, which result in a physical intervention taking place, will be recorded in the bound and numbered book. It is also recorded on CPOMS.

Reporting incidents

Following a physical intervention taking place, the parents/carers of the pupil involved will be informed by telephone.

Post-Incident support

It is essential that following a physical intervention that both the pupil and member[s] of staff involved are provided with support. Immediately after the incident, both parties will be given time to calm down, as it is not possible to debrief effectively until adrenalin levels subside.

The incident will be discussed and the opportunity to review how this could [if possible] have been handled differently will be considered. This will enable staff to develop their skills and knowledge and enable work to be carried out with the pupil about developing strategies that will support them in finding more appropriate ways of managing their behaviour.

A further meeting will be facilitated if necessary between the member[s] of staff and the pupil to enable them to rebuild relationships.

Complaints

Crookesbroom Primary Academy follows Delta Academies Trust complaints procedures. Should a complaint arise following an intervention this will be activated and the procedures followed.

However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.

This policy follows the non-statutory guidance published by the DCSF entitled 'The use of force to control or restrain pupils' [Circular 11/07].

Policy amended September 2018

Agreed at Autumn Term AAB on 14/11/2018

Review date: September 2019