



Behaviour Policy – Inc Exclusion Arrangements

September 2020

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1. 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 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.

We expect all staff working in the Academy to work to these standards.

2. ACADEMY EXPECTATIONS

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

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

Expectations of the Academy Community

Staff/ Governors	<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 Academy, 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 Academy. ➤ To respect pupils and be consistent.
Children	<ul style="list-style-type: none"> ➤ 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 Academy day. ➤ To be respectful of others, regardless of differences including race, gender, religion, disability, sexualisation and age.
Parents/carers	<ul style="list-style-type: none"> ➤ To be aware of, and support, the Academy's values and expectations. ➤ To ensure that pupils come to the Academy 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 Academy.

3. POSITIVE BEHAVIOUR STRATEGIES

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

- Being dynamic and welcoming at the door – meet and greet
- Use Jason Bangbala approach – praise in public and reprimand in private – **PIP and RIP**
- We use a whole Academy method of getting children's attention – teacher raises hand and may also say 'I need your attention please.' Eventually verbal cue will not be needed. This method can of course be modified for very young pupils and SEND pupils if appropriate.
- Sanction the behaviour not the child, but praise both behaviour and child
- Make sure that all children are praised specifically for behaving well - be genuine
- Use positive language appropriate to the situation – calm, animated etc.
- Adults must not shout at children
- Always listen to children and address their concerns
- Set personal standards of behaviour and respect for other people- we are the role models
- Display expectations clearly e.g. simple class rules and Rights and Responsibilities
- Encourage children to be responsible for their own behaviour so that they can learn to self-regulate
- Be consistent and fair in our expectations with all children taking specific SEND and behavioural needs into account
- Praise good behaviour before criticising inappropriate behaviour
- Give children jobs or responsibilities as appropriate
- Value children's ideas

4. REWARDS

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

- Verbal praise which must be specific to the behaviour
- Stickers/stamps
- Class dojos which lead to prizes at the Academy shop
- Sharing with another member of staff including the Head of Academy
- Let parents know about their children's good behaviour through discussing quickly at the door/gate, phone calls, texts and post cards
- Celebration assemblies to reward good/improved attendance, kindness and hard work

5. 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 also praise in public and sanction more privately as much as possible. We all use the Consequences Process below to promote good behaviour at all times.

At any point, in the case of more serious and extreme behaviour that shows no sign of improvement, consequences will be escalated quickly to a C5 or C6.

The process restarts at the beginning of each new day and at the start of every afternoon. Children have the right to put previous problems behind them and start the afternoon session or the next day afresh.

Consequence Process

Rewards	
<p>Following the Academy expectations</p> <p>Displaying positive learning behaviours.</p>	<ul style="list-style-type: none"> • Dojo points – pupils are awarded reward points for good behaviour. These points are linked with following the Academy expectations and displaying positive learning behaviours. Pupils can earn points to spend in the Academy shop. Only one dojo is awarded for each behaviour by all members of staff. The Head of Academy can award up to 5 dojos per behaviour for exceptional cases. • Celebration assemblies to reward good/improved attendance, kindness and effort in class. • Other rewards include positive verbal feedback, stickers and certificates etc. • Specific class rewards.
Consequences (Always refer back to the behaviour so not just I have a C2 but I have a C2 for shouting out)	
<p>C1 Verbal Warning of expectation</p>	<p>Write pupil's name on the class chart next to C1, (do not display chart for all to see) A clear and calm warning will 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 expectation reminder. Use 'Jason Bangbala approach' as far as possible.</p>
<p>C2</p>	<p>Write pupil's name on the class chart next to C2. Remind the pupil why they are now on a C2 and ask them to choose the correct behaviour.</p>
<p>C3</p>	<p>Write pupil's name on the class chart next to C3. Remind the pupil it is their choice to break the Academy rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour. Ask the pupil to take a couple of minutes time out to think about their behaviour. This must take place in the classroom or outside of the classroom with full adult supervision.</p>
<p>C4</p>	<p>A C4 will lead to a loss of break time/lunchtime. The staff member who sanctions must supervise this time as far as possible. A C4 must be logged on CPOMS. Persistent C4s could lead to a meeting with parents/carers.</p>
<p>C5</p>	<p>Given for more series unacceptable behaviours such as; walking out of class, repeatedly refusing to follow a reasonable instruction, swearing, hurting another child, threatening behaviour, destructive and/or unsafe behaviour. A member of the Inclusion Team/Leadership Team will be called for at this stage. Pupil will be supervised in a safe place in order to calm down and talk to staff. They will receive an appropriate sanction such as a loss of privilege. A C5 must be logged onto CPOMS and a parents'/carers' meeting with all appropriate staff inc. the Inclusion/Senior Leadership Team as appropriate will be arranged as soon as possible. An Inclusion Plan may need to be put in place at this point.</p>
<p>C6</p>	<p>Progression to a C6 will result in exclusion; this will be issued for extreme behaviours such as physical violence against another pupil or adult with intent to harm, or health and safety issues such as frequent non-compliance, refusal to follow behaviour policy putting themselves or others at risk of harm. The exclusion process will be followed and logged on CPOMS. An Inclusion Plan will be put in place.</p>

6. FIXED TERM AND PERMENANT 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 the Academy
- To ensure the safety and well- being of all staff and children

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 governing body. The Head of Academy will follow the LA guidelines and would inform the LA, and the Governing Body.

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 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. The clerk to governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The Governing Body will be informed annually of the number and types of exclusions.

7. BREAKS AND LUNCHTIMES

Please note that organisation for lunchtime will be in line with Covid measures throughout the pandemic so please refer to the Site Risk Assessment and latest arrangements. 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 Academy, but we acknowledge that incidents sometimes 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 taken to and collected from the dinner hall in a calm and orderly manner and staff will remain with children until they are all seated on their class tables.
- At the end of break/lunchtime children line up quietly in their classes and are escorted inside by their teachers. This should happen as quickly as possible to minimise opportunities for inappropriate behaviour.
- Lunchtime supervisors will report any incidents that need following up by the class teacher.
- With the exception of more serious incidents, class teachers and/or teaching assistants must address any issues from playtime/lunchtime within the classroom through the use of circle time/class discussion.

- Members of the Inclusion Team or Leadership Team will be a regular presence in the playground to monitor and reinforce the Academy policy.

8. 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. However, bullying could also be a one-off incident.

At Goldthorpe 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, investigated thoroughly 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.

9. RACISM

At Goldthorpe 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. 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 Academy, or in very serious incidents a child may be excluded from Academy 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.

10. PARTNERSHIP WITH PARENTS/CARERS AND OTHER AGENCIES

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 and carry out/support any solutions given.

Parents will be contacted when behaviours are causing concern and will be involved with agreed Inclusion 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 Academy systems do not appear to be effective, support will be sought from outside agencies with a multi-disciplinary assessment carried out if necessary.

11. PUPIL/FAMILY SUPPORT SYSTEMS

- For pupils who are having persistent behaviour difficulties the Academy will provide targeted pastoral support or mentoring by adults or peers. The Academy has an Inclusion Team which includes a Family Support Worker, SEND Lead and SEND/Nurture Assistant. External services will be accessed for pupils and families as appropriate.
- All staff working with pupils with Inclusion Plans will be informed of this in order to give a consistent approach throughout the Academy day.

12. STAFF DEVELOPMENT AND SUPPORT

- Regular KIT 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 Academy. Staff having difficulties with an individual, class or group should speak to a member of the Inclusion Team/Leadership Team.
- Staff needing help with behaviour management will be supported through appropriate CPD.

13. 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.

14. PUPIL'S CONDUCT OUT OF ACADEMY

- 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 CPOMS which includes actions and outcomes.
- Members of staff are not expected to deal with incidents outside of Academy 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 Academy. It may be more appropriate to call outside agencies such as the police.

15. MONITORING AND REVIEW

This Behaviour Policy will be reviewed at least annually 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 Academy community and will be posted on the Academy website with a hard copy available at the main office on request.

Review Date: September 2021