

Behaviour Policy – Inc Exclusion Arrangements

- I have the right to feel and be safe
- I have the right to learn
- I have the right to be treated with respect

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.

Academy Expectations

- We have agreed five academy expectations that permeate the teaching and management of behaviour:
 - Be Safe
 - Be Respectful
 - Be Responsible
 - Be in the right place, at the right time, doing the right thing
 - There is one approach to behaviour management across the academy.

Expectations of the Academy Community

- Staff and EAB
 - 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 the academy.
- To respect pupils 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 academy 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 pupils 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 / 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.
- We provide an environment where children can develop appropriate learning behaviours through the development of their social and emotional skills. Social and emotional skills enable learners to make informed choices about their behaviour by enhancing self-awareness and developing empathy.
- Restorative Questions

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?
	What do you think needs to happen to make things right?

- Restorative practice is not just about the questions, it is about a process that is seen as fair; allows free expression of emotions
- and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

Rewards

- We often recognize good behaviour through awarding privileges and rewards. This might include:
 - Verbal praise
 - Stickers / stamps
 - Pupil reward points (for good behaviour, good work, attendance and any other aspects decided upon by the SLT)
 - Class rewards
 - Visit to another class or senior leader to celebrate good work
 - Star of the week
 - Informing parents of their children's achievements
 - Termly reward trips
 - Leading learner awards

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. (Appendix 1)
- 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- academy 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:
 - 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 EAB.
- 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 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, and for the most part, lunchtimes and breaks are happy times at the academy, 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:
- Incidents should be reported to Mrs Greyson in the first instance, a log is made and a time out may be given. If the incident warrants further escalation then a member of SLT will be informed and the child will be spoken to, given a consequence and parents are informed by telephone call. The incident is then logged onto SIMs.

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 Mersey 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 academy has a clear Anti-Bullying Policy.

Racism

- At Mersey 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, and parents brought into the academy, or in very serious incidents a child may be excluded from the 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.

Partnership with parents 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 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 academy 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 academy will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking therapy, circle of friends, playground pals, phased lunch times reviewed half-termly etc.
- 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 academy 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 academy. Staff having difficulties with an individual, class or group should speak to the SENCO, or any member of the SMT.
- 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 the inclusion file which also includes records of strategies used.

Pupil's conduct out of the 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 the academy incident recording forms which record 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. Staff will have to use their judgement about whether or not to involve themselves in incidents outside of the academy. 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 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 Reception.

Possible rewards	
<p>Following the academy rules.</p> <p>Displaying positive learning behaviours</p>	<ul style="list-style-type: none"> ○ Pupil reward points – pupils are awarded reward points for good behaviour. These points are linked with following the academy rules, good attendance and punctuality and displaying positive learning behaviours (associated with the KPA learning passport). Pupils’ points are recorded electronically and the points gained can be swapped for prizes. ○ celebration assembly- selected pupils’ work is celebrated in a weekly assembly ○ WOWs-pupils are given wow certificates for an instant reward. Parents are notified immediately by text message, pupil names who have achieved a wow moment are published in the weekly newsletter and these are read out in the weekly celebration assembly ○ other rewards include positive verbal feedback, stickers, certificates and badges
Possible Consequences	
Warning	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.
Rule reminder	
C1 -	The pupils’ name will be recorded at this point. Remind pupil why they are now on a C1 and ask to choose to correct their behaviour.
C2-	C2 ticked by name.
C3-	C3 ticked by name. 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 5 minutes out to think about their behaviour.
C4-	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 C5. A C4 will also lead to detention.
C5-	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. Pupil will work for a half day on their own in an area appropriate to the age of the child and the design of the academy. The pupil will be issued with a breaktime/ lunchtime detention. Unable to attend after-academy clubs
C6-	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.
From C4- Class teacher to record on incident log, pupil to complete reflection, class teacher to inform parent. Keep a copy for class record, pass a copy to Principal.	
<i>At any point for extreme behaviour or behaviour that does not show signs of improving under the current sanction this may be escalated</i>	

Sanctions to be put in place as appropriate:

- Letter home to parents
- Report card to monitor behaviour over a set period of time
Meeting with parents with a member of the SLT
- Meeting with external agencies
- Lessons in isolation away from the class, the pupil will earn back the right to go back into class. In very extreme circumstances this could be in increments of 30 minutes per day.
- Isolation /exclusion at lunchtimes
- Behaviour contract
- Behaviour management plan
- Seclusion at partner academy
- Agreed timetable variation
- Fixed term exclusion
- Managed move to another academy temporary or permanent.
- Permanent exclusion

DATE APPROVED: SEPTEMBER 2016**NEXT REVIEW DATE: SEPTEMBER 2018**