



BEHAVIOUR MANAGEMENT POLICY INCLUDING EXCLUSIONS

September 2018

POLICY FOR BEHAVIOUR MANAGEMENT AT STOURPORT PRIMARY ACADEMY

This policy has been written in accordance with section 8 and 9 of the Education Inspections Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/93>

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents/carers, staff, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property. This will be done through Spiritual, Moral, Social, Cultural aspects of the whole curriculum including British Values of Democracy, Rule of law, Individual liberty, Mutual respect and tolerance for those with different faiths.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Pupil Code of Conduct

- Respect your teachers, other adults and fellow pupils.
- Respect property.
- Be well-behaved, well-mannered and attentive.
- Walk when moving around school.
- Tell staff if you are upset by another child and they will help you.
- Physical harm is not accepted.
- Be punctual.
- Any items that are sharp, dangerous instruments or might cause a problem must not be brought into school.
- Look smart! Wear the correct school uniform.
- Jewellery should not be worn.
- Hair must be tied back.
- Be ready to learn and have fun!

This code of conduct has been put together and agreed by staff and children of Stourport Primary Academy with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of development and learning.

Incentive Schemes

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward.

The main behaviour system is through the use of zone boards through which children can be rewarded for academic and non-academic achievements. All incentives given are added together and can be used to 'buy' items from our school shop.

Celebration Assembly at the end of each week gives an opportunity for individuals to be awarded for effort and achievement. There are special certificates awarded by the Head and Deputy. They can also celebrate the activities they take part in out of school.

Children are assigned to one of 4 Houses: Goldfinch Yellow; Kingfisher Blue; Robin Red; Woodpecker Green. Children can earn House points on the Carrot system and the totals for each house are announced in the Celebration Assembly weekly and a House will win a reward each half term.

In addition, each class teacher gives verbal or written praise as often as possible. Other incentives may be used such as: post cards sent home to congratulate pupils.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

Sanctions

There will be times when children's behaviour falls below expectations (see code of conduct). Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below.

- Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.
- Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.
- There are 3 sanction steps on the Zone Boards This system is used throughout the school including lunch times and wrap around care.
 1. Warning

2. Time out
 3. Red study – loss of lunch time play
- Sanctions can include sending work home, letters of apology and loss of responsibility.
 - Where the unwanted behaviour continues an internal Early Help Assessment will be carried out. Key staff will be invited to the meeting and with their expertise will develop a Behaviour Plan. Various strategies will be used including: a behaviour tracker, peer mentoring, invited to lunchtime clubs.
 - Every classroom has the same code of conduct which are the same throughout the school.
 - The playground rules follow the school rules and LTAs liaise with the class teachers.
 - Parents/carers will be involved at the earliest possible stage, if problems are persistent or recurring.
 - Major breaches of discipline may include physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.
 - This type of behaviour is generally rare and it is the responsibility of the Head Teacher or the Deputy Head Teacher who will deal with it robustly, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being logged.

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for the rest of the day – Internal exclusion
- A letter and / or phone call to parents/carers informing them of the problem.
- A meeting with parents/carers and a warning given about the next stage unless there is an improvement in the child's behaviour.
- A Pastoral Support Plan (PSP) to be formulated in consultation with parents/carers senior leader and child this may include a part time timetable.
- A Positive Handling Plan (PHP), risk assessment and action plan put in place where there is significant risk to themselves, other or the learning environment.

- If the problem is severe or recurring, then exclusion procedures are implemented in consultation with the Governing Body.
- A case conference involving parents/carers and support agencies.
- Permanent exclusion after consultation with the Governing Body. Parents/carers have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being by-passed and a child being taken home straight away. Behaviour causing concern will be recorded as necessary.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Lunch Time Assistants (some of which are Learning Support Assistants).

- The Lunch Time Assistants (LTAs) are expected to ensure that all children are behaving appropriately following the school systems.
- The LTAs will be included in any risk assessments of children on the playground.
- The LTAs must be treated with the respect expected by all adults at Stourport Primary Academy. Verbal or physical abuse will not be tolerated.
- Persistent or serious misbehaviour at lunchtime is brought to the attention of the Class Teacher, Phase Leader, Deputy or Head Teacher depending on the severity. This results in loss of privileges and playtimes. Parents/carers will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time.
- This will be followed, if necessary, by fixed term exclusion or permanent exclusion if unresolved.

Parents/Carers

Parents/Carers can help:

- By recognising that an effective behaviour policy requires close partnership between parents/carers, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.

- By attending Parents/Carers' Evenings or functions and by developing informal contacts with school eg. At the beginning and end of day.
- By knowing that learning and teaching cannot take place without good behaviour being in place.
- By remembering that staff deal with behaviour problems patiently and positively.

Positive Handling of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically reprimand a child. However, if a child is presenting staff with challenging behaviour then a range of de-escalation techniques will be used. (See Positive Handling Policy) These techniques consist of the following:

- Verbal advice and support
- Calm talking
- Distraction
- Step away
- Negotiation
- Physical intervention (not positive handling) i.e. presenting a physical barrier to ensure pupils are unable to run into dangerous situations.
- Humour
- Reassurance
- Options offered
- Support systems
- Non-threatening body language
- Instruction
- Warning
- If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used, whenever possible by trained staff. (see our Positive Handling Policy).

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss playtime (Red Study) – behaviour note from pupil.
- Tracker
- Remove child from the class – place with Deputy Headteacher or in another class - time out
- Parental involvement
- Sanctions discussed previously
- Serious incidents are recorded.

Recorded Incidents

- Behaviour incidents will be discussed at phase meetings and recorded. Phase leaders will discuss and report serious incidents or recurring disruptive behaviour to the SLT and logged.
- All incidents will be recorded on SPTO.
- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property (Accident book).
- Purposeful loss, theft, or damage to property (SPTO)
- Use of Positive handling techniques – Bound Book
- Any other incidents or matters of a serious nature. (SPTO).

Challenging Behaviour

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

When any of the above arise the sanctions discussed need to be adopted

Intervention

- If a child violently attacks another child or adult or may hurt themselves or damage equipment and does not respond to requests to calm down, then positive handling could be used.
- The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents/carers.
- The incident will be recorded and the situation discussed with the Head or Deputy Head Teacher or other member of the SLT as appropriate.
- The Head Teacher, Deputy Head Teacher or member of SLT will work with the member of staff and parents/carers to devise a Positive Handling Plan, risk assessment and Individual Behaviour Plan to meet that child's needs. We will always make every effort to understand the reason behind any extreme behaviour and call on external agencies where appropriate, such as, Positive Behaviour Team, early Help, School Nurse

Risk Assessment and Individual Behaviour Plan

At Stourport Primary Academy, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions we put a risk assessment and Individual Behaviour Plan in place.

Exclusions

Repetitive challenging behaviour may result in fixed term or permanent exclusion.

Fixed Term Exclusion

The Academy uses Fixed Term Exclusion (FTE) as a sanction, however the decision to exclude is not taken lightly by the Headteacher and this is used in the most extreme cases to allow the pupil to reflect on the very serious nature of the incident and the possible consequences of future poor behaviour.

The Academy can exclude a pupil for up to 5 days where they will be required to work at home. Exclusion is used to signal to a student, the wider school body and parents/carers/carers that the type of behaviour shown will not be tolerated. As an Academy we reserve the right to place pupils in alternative educational provision as an intervention strategy for managing behaviour. Such placements can be for short or long term and will be considered on a case by case basis. **Repeated exclusions will not be tolerated.**

Permanent Exclusion

The Headteacher and Governors are always mindful of the current guidance regarding permanent exclusion from school.

Permanent exclusion is only used as a last resort when all other options have been exhausted, however the Headteacher will permanently exclude for one off incidents of extreme severity and serious breaches of our code or persistent breaches of the Behaviour Policy.

School works with parents/carers and local authority to transfer to alternative provision to enable the child to have a fresh start.

The Governors and Staff at Stourport Primary Academy believe that by using a positive system of rewards and reinforcing good behaviour we create an environment that allows children to develop into positive, well rounded individuals with respect for themselves and others.

Equality Statement

At Stourport Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and carers receiving services from the school, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age (for staff only). We will adhere to the legal definitions of these protected characteristics as set out in the Equality Act 2010.

We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity and able to participate fully in school life.

Related Policies

Anti-Bullying
Safeguarding
Equality and Diversity
Drugs and Substance Misuse
Health and Safety (including security)
Positive Handling
Whistleblowing
SEN Policy

Review: Autumn 2019

APPENDIX 1

Zone Board Rewards and Sanctions

Gold	Excellent	£1 and Gold Book	Inform parents
Silver	Well above	10p	
Bronze	Above	1p	
Green	Expected		
Yellow	Below	Warning	
Orange	Well below	Time out	
Red	Unacceptable	Red Study	Inform parents

