

# Clee Hill Community Academy

## Behaviour Policy



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Review cycle	Annually
Date approved	January 2019
Approved by	Local Governing Board
Next review date	January 2020

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

**This Policy has been written to support Clee Hill Community Academy mission statement:**

- Provide a happy environment that is caring, nurturing and supportive for all those who work in our school.
- Treat children as individuals and encourage them to realise their full potential.
- Provide a curriculum that enables children to acquire the knowledge and skills to fit them for adult life in accordance with national legislation.
- Show children how to live in a safe way and to develop good social skills and a tolerance of one another.
- Forge links with the wider community.
- Teach our children an awareness of their role in the wider world.
- Encourage an awareness of others through links with other faith communities, assemblies and special events.

**Supporting documentation:**

- Clee Hill Community Academy Anti-Bullying Policy
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- <https://www.gov.uk/government/publications/school-exclusion>

## Aims and Objectives

At Clee Hill Community Academy, we are a 'Growth Mindset school' who believe in the importance of a strong, positive working relationships allowing everyone to achieve their potential. Our core values encourage team work, perseverance, determination and resilience including our 'Achievosaur' Values in EYFS and KS1.

SOLVEOSAURUS REX



I can solve problems and improve

I try new things, don't give up and work really hard

TRYCERATOPS



STICKASAURUS

I stick at tasks and persevere



THINKODOCUS

I think carefully about what I learn



SHAREOSAURUS

I share my ideas and can work well with others



ASKASAURUS

I ask questions to find things out



EXPLORASAUR

I can explore everything round me.



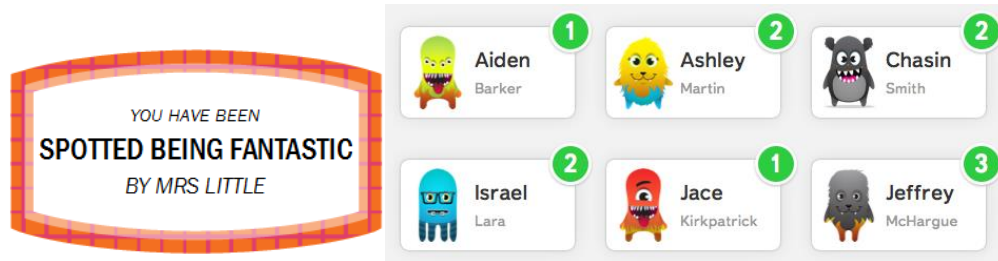
## Home/ School Agreement

Our school believes that developing a close working relationship between home and school enables a more consistent approach towards behaviour. Some parents may wish for advice from staff regarding support with behaviour at home but also staff may seek advice from parents regarding strategies which have worked well for their child. The school also encourages parents to raise concerns at the earliest possible point in time, allowing the school the opportunity to resolve any issues before they escalate. Pupils and parents are asked to sign the school's home/ school agreement when their child starts school explaining the responsibilities of the pupils, parents and staff (appendix 1).

## At Clee Hill Community Academy, we encourage good behaviour by:

- Making clear our expectations. Regular focus on behaviour in assembly demonstrates clear expectations across the school from low level (opening doors for adults, saying please and thank you etc.) to higher levels (anti-bullying/ respect towards peers and staff)
- Helping pupils take responsibility for their own actions and behaviour both in the school and the local community. We talk about 'Clee Hill Community Academy' behaviour when pupils demonstrate exceptionally good behaviour towards others.
- Praising good behaviour both privately and publicly in celebration assemblies.
- 'Spotted Being Fantastic' - These are part of the school behaviour policy to encourage pupils to demonstrate good behaviour. Ten SBFs can be swapped for an 'Afternoon Tea' with the Headteacher
- Providing time and resources to support groups and individuals to help to overcome barriers to learning. Failure is seen as part of the process of learning and dealing with failure is a key focus in Growth Mindset Assemblies.

- Assisting children to recognising their feelings and to support children in developing strategies i.e. calming down/problem solving etc., and share these with relevant staff.
- Training staff, when relevant, in diffusing unacceptable behaviour e.g. Positive Handling Training
- Pupils are praised through positive comments, dojo points (interactively shared with parents), praise certificates, writing rockets and 'spotted being fantastic'. There is a celebration certificate assembly weekly.



### Teamwork makes the dream work

At Cleve Hill Community Academy we value the opinion of others and encourage everyone to have a voice. The school has a school council which worked alongside the Senior Leadership team to make improvements to the school. Pupil questionnaires are completed annually by KS2 pupils, then analysed and evaluated by the headteacher to continually look for ways in which the school can improve.

How we talk to children affects our relationship with them. Both adults and children are encouraged to consider their tone, volume and timing when speaking to others. Positive, constructive conversations ensure that children are aware of any wrong doings and are able to talk through ways in which this can be improved next time.

Children are encouraged to take responsibility for their behaviour and the care of others. Older pupils are encouraged to be 'ambassadors to the school' by supporting staff in the day to day running of the school. This may include being a playtime buddy, encouraging pupils to follow school rules, supporting assemblies, helping lunchtime supervisors etc.

### Sanctions

If children persist in disrupting their learning and that of others, through regular low level disruption, staff should follow the traffic light system (see Appendix 2). These need to be age appropriate as Cleve Hill Community Academy caters for pupils ages 2-11. Sanctions can be given by all paid staff including teaching assistants and dinner supervisors however this information will be shared and agreed with class teachers at the nearest possible opportunity. Staff must be firm but fair. Specific behaviour needs to be targeted, privately not publicly. Behaviour rather than the person needs to be addressed and there needs to be follow up.

### Behaviour Logs

- If the school or parents have concerns about an ongoing behaviour issues, a log of behaviour for individuals may be used to record and monitor incidents.
- A behaviour log may also be used for pupils who require additional support in managing their behaviour with clear expectation and sanctions.
- Any pupils who require a behaviour log (where all episodes of unacceptable behaviour are recorded) will be shared with Headteacher to monitor patterns of behaviour. Lower level behaviour may also be recorded to monitor a build-up of incidents

- The Headteacher will always be informed of an incident that contains bullying, sexualised language/ behaviour, homophobic language/ behaviour and racist language/ behaviour. A separate log of these specific incidents is held in the Head teacher's office/ Health & safety cabinet.
- Serious incidents are recorded in the bound and numbered book (held in the Headteacher's office/ Health & safety cabinet)
- Behaviour logs are monitored at least termly by the headteacher. Any trends or behaviour patterns are addressed promptly.
- A report of monitoring of behaviour will be included in the Headteacher's report to the Governing Body.
- Lunchtime organisers will follow guidelines within the behaviour policy, notes will be made in a lunchtime book.
- Incidents of a serious nature will be reported immediately to a member of staff available at lunchtime (Headteacher/deputy/senior member of staff).

### **Looked after children and previously looked after children**

Clee Hill Community Academy is dedicated in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion - through careful planning, monitoring and evaluation. At Clee Hill Community Academy we aim to be a place where they feel safe and can be themselves. (See Looked After Children Policy for more details).

### **Pupil transition**

The school works closely with local Secondary Schools and Early Year's Providers to ensure a successful transition process. Information sharing ensures that pupils with behavioural difficulties have a positive transition both entering and leaving the school.

### **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances/drugs. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances/drugs into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

### **Cyber Bullying and Sexual Exploitation.**

It is the policy of this school that no child should be subjected to cyber bullying or that of sexual exploitation. It is forbidden for any child to bring onto the school premises mobile phones, tablets or other such devices. (See acceptable Use Policy)

### **Monitoring and review**

The headteacher and staff of *Clee Hill Community Academy* monitor the effectiveness of this policy on an annual basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

### **1) Pupils' Responsibilities**

- ✓ *Attend school every day on time*
- ✓ *Bring the things I need and look after them properly*
- ✓ *Wear my correct school uniform and be tidy*
- ✓ *Listen to my teacher and work hard*
- ✓ *Do all my classwork and complete my homework as well as I can*
- ✓ *Behave well, be helpful and polite to others, both in and out of school*
- ✓ *Help to look after the school and keep it clean and tidy*
- ✓ *Take letters home to parents*
- ✓ *Let someone know if I can't go to a club so that school know I am safe*
- ✓ *Talk to someone at school if I have a problem*

### **2) Parental Responsibilities**

- ✓ *Ensure that my son/daughter attends school every day, in school uniform, on time and with all the equipment they need. All uniform and equipment will be clearly marked with his/her name*
- ✓ *Let the school know about any problems which might affect his/her work or behaviour*
- ✓ *Encourage him/her always to do his/her best*
- ✓ *Support him/her with reading, learning weekly spellings, multiplication tables and other home learning activities*
- ✓ *Hear him/ her read every day*
- ✓ *Attend Parents' Evenings and discussions about my child's progress;*
- ✓ *Support the School's policies and rules, including those on discipline and behaviour*
- ✓ *Take an interest in my child's school life*
- ✓ *Encourage my child to join after school clubs which interest him/her and inform the school if he/she is unable to attend so that they know my child is safe*
- ✓ *Talk to the school about any concerns*

### **School responsibilities**

- ✓ *Treat your son/daughter fairly, care for him/her well and make sure there is a safe, secure, purposeful and pleasant environment for learning*
- ✓ *Do our best to ensure that he/she is well taught and that he/she achieves his/her best in all aspects of school life*
- ✓ *Encourage high standards of behaviour at all times and recognise this with praise and merits*
- ✓ *Encourage good attendance and punctuality*
- ✓ *Keep you well informed about general school matters and in particular let you know about any concerns or problems that affect your child's work or behaviour;*
- ✓ *Provide termly written reports and regular Parents' Evenings*
- ✓ *Set meaningful homework where appropriate*
- ✓ *Keep you regularly informed about School activities through newsletters, class dojo, the website, letters, class dojo and texts.*

### **3) Leadership Responsibilities**

- *To liaise with concerned parties.*
- *To monitor incidents causing concern, ensuring the policy is implemented.*

- To analyse incidents looking for patterns of behaviour and using information to inform teaching of PSHE.
- To respond to incidents that occur outside school that may affect a child's wellbeing or happiness within school, or affects the reputation of the school, taking appropriate action as required.
- Work with external parties as required promoting positive behaviour e.g. Community Police Officer, Housing Officers, Local Shopkeepers, local residents.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## Appendix 2: Traffic light System for behaviour

This is not intended as a behaviour system for pupils but more as a source of information for staff and parents. Senior leaders do not expect to see traffic light behaviour charts in classrooms and children do not need know that they are on 'green' or 'orange'. Instead they will be made aware that their behaviour is of concern (this will vary according to the child's age) from the pupil discussions with class teachers, senior leaders and headteachers.

### **Green: Class Teacher**

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

If there are ongoing concerns they should phone parents or seek advice from the senior member of staff supporting their year group. Any pupils who show ongoing behaviour issues/ behaviour patterns will be shared with Headteacher.

Sanctions may include:

- Verbal or visual warning
- Moving to a table away from the other children in the class
- Distraction/ diffusion techniques may be used: ie praise and reward the children who are displaying the behaviour required, rather than focussing on the bad behaviour exhibited
- Time out: followed by an opportunity to talk through behaviour and consider future changes
- Part of playtime/lunchtime to be missed or child removed to partner class.
- Parents may be informed of concerns through class dojo/ verbally/ phone call/ parents' meeting etc.

### **Orange: Class teacher/ Senior Leader**

Intervention from a senior leader or headteacher. Any pupils who show ongoing behaviour issues/ behaviour patterns will be shared with Headteacher.

Sanctions may include:

- A repeat of sanctions from the 'green' section but brought to the attention of the headteacher
- Time spent outside of class with a senior leader/ Headteacher
- Child's parents telephoned/ a letter sent home
- Regular meetings with pupil/ class teacher to review behaviour

### **Red: Headteacher**

For children causing a repeated concern or a serious incident, senior Leaders/ headteacher will help plan a behaviour strategy, consider triggers for behaviour, support with meetings with parents or



help plan a support structure. This will be for children who are a serious concern, where exclusions are being considered or repeated incidents.

In our view, a 'serious incident' is defined as one of the following:

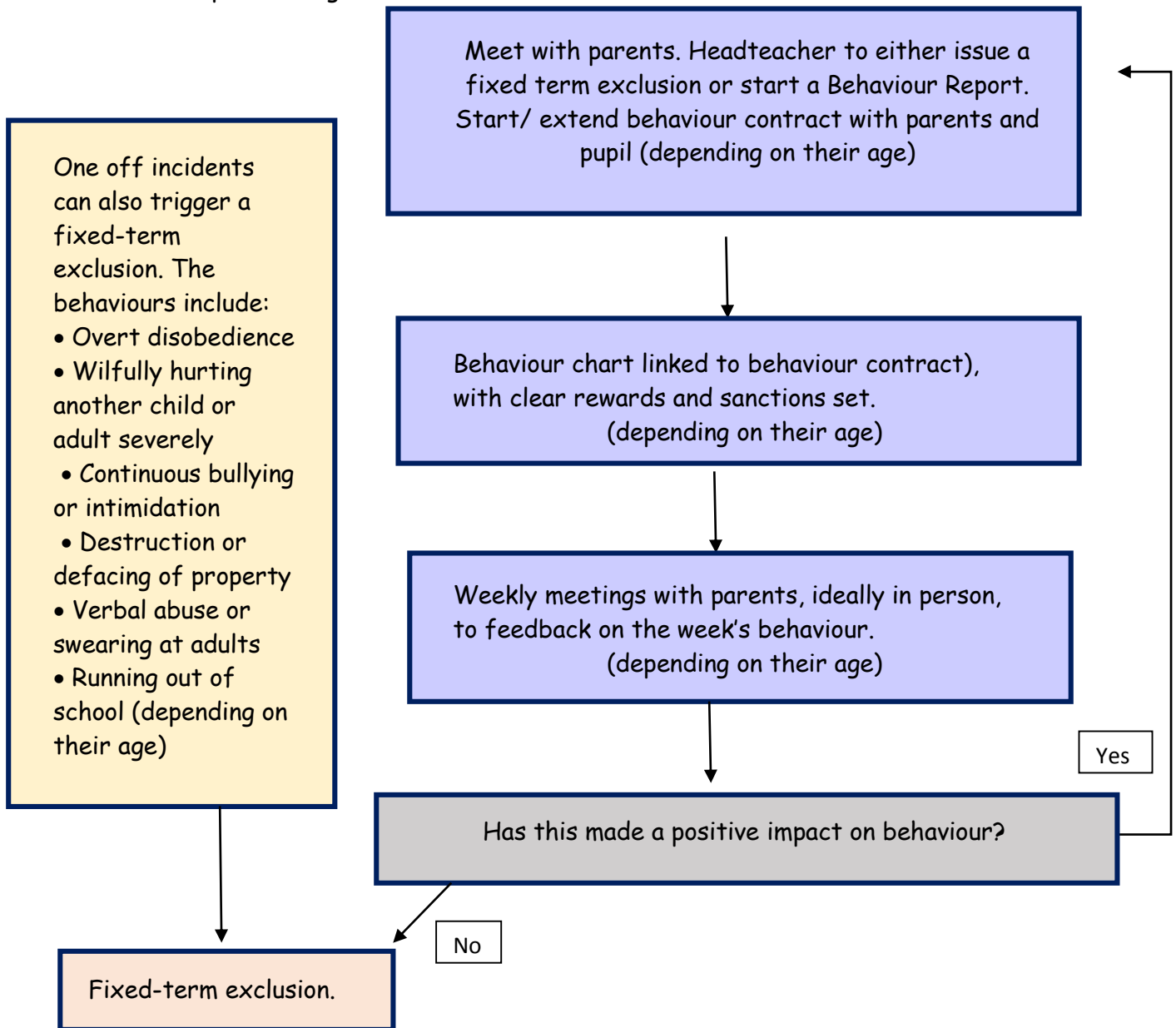
- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away/ leaving the school site
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

Sanctions may include:

- A behaviour report system may be put in place at this stage (see appendix 3)
- Meeting with parents/carers
- Formal recording of behaviour for a Temporary exclusion
- Referral for external behavioural support
- Permanent exclusion

### Appendix 3: Behaviour Report system

If there are repeated concerns about a child's behaviour then a Behaviour Report System should be recorded and this needs to be placed in the year group folder for behaviour forms, so that they can be monitored and reported to governors.



### Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When considering exclusion the Headteacher and Governing Body will use

'Exclusion from maintained schools, Academies and pupil referral units in England' document and complete an exclusions form provided by Shropshire county Council

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. 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, s/he informs the parents or carers immediately, giving reasons for the exclusion.

When the head teacher excludes a child they must, without delay, notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting,

At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Permanent exclusion will be considered in the following cases:

- in response to persistent breaches of the school's behaviour policy.
- allowing the child to remain in school would seriously harm the education and welfare of the pupil, other children and staff.
- a one off extremely serious incident, such as assaulting a member of staff.

### **The role of the governing body**

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

### **Removal from a situation and use of Positive Handling**

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should

be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring.




Very occasionally there are children in school who have serious behavioural issues or emotional distress that results in them being removed from a dangerous or potentially dangerous situation. The first step should always be for staff to try to defuse the situation, however, if this isn't possible then the child may need to be removed. Where possible the member of staff doing this should be a senior member of staff with Team Teach or MAPPA training. If there is a danger to other pupils it may not be possible to arrange this and staff have a responsibility to intervene if any child may be put at risk.

**Removal should always be a last resort and any physical intervention should be proportional and appropriate. Following any incident this will need to be recorded in the bound and numbered book of Serious Incident Forms and parents informed.**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

**If a child requires regular physical intervention then a Personal Handling Plan (see Appendix 4) should be written with the parent and child.** This allows for full consideration to be given to individual circumstances and to plan ahead as far as possible to minimise risks. It should be shared with all relevant staff and available for anyone covering the class.

## Personal Handling Plan (Appendix 4)

Name	Date of birth	Date:
Setting: Clee Hill Community Academy		
Triggers/behaviour/situations likely to result in physical intervention <i>What is the behaviour like? When does it occur? Where do it occur?</i>		
Strategies to be used where possible before intervention ( <i>tick strategies which may be appropriate</i> )		
Chill out time	Distraction	State alternative/ consequences
Give space	Reassure/ success reminder	Other staff intervene
Talk calmly	Give a count	Planned ignoring
Verbal advice/ support	Negotiation	Humour
Praise partial compliance	Repeat request	Remove stimulus
Other strategies		
Preferred handling strategies to be used		
Friendly hold/ arm around the shoulder		
Single wrap	Arms crossed	 Standing
Single wrap (sitting)	Either stood behind or next to	 Sitting
Double wrap (sitted)	Sandwiched between and arms crossed over	
Double wrap (stood/ walking)	Sandwiched between and arms crossed over	
Full wrap (floor) Limited time of 2 2 minutes before releasing if safe, calm talking during wrap.	Arms crossed and leg/body used to prevent kicking.	 Lying down
Debrief process following an incident:		
Signature Parent Child (where appropriate) Teacher Headteacher		