



Behaviour for Learning Policy (Including Exclusion Policy)

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**Next
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Philosophy and Principles

At The Southwater Infant Academy we will continuously strive to ensure that everyone is treated with respect, kindness and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture, religious background, sexuality, disability, or special educational needs and ability. The academy will actively promote equality and foster positive attitudes and commitment to an education for equality.

We maintain that any form of physical, emotional or verbal abuse is unacceptable.

Aims

It is a primary aim of our academy that every member of the academy 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 academy's behaviour for learning policy is therefore designed to support the way in which all members of the academy can live, learn and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The academy has a number of rights and responsibilities in our behaviour for learning policy. 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 academy community in aiming to allow everyone to work together in an effective and considerate way.

The academy expects every member of the academy community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour for learning policy in a consistent and nurturing way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the academy community.

The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Values

Our core values are:

- Respect
- Honesty
- Kindness

Rights Respecting School

The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.

In order to develop and maintain a rights-respecting ethos within Southwater Infant Academy, pupils and staff work together to create charters for agreed behaviours around the academy. This helps everyone to understand their rights and how to respect the rights of others'. At the start of the new academic year, the pupils work together with their teacher to write their own version of their class rules known as their Class Charter. The Class Charter displays between five and eight rights, which the pupils believe to be most relevant to their setting. The charter also shows actions for how all pupils and adults within the class will ensure the selected rights can be enjoyed and realised by everyone.

Mutual respect and good behaviour are of paramount importance within the academy community and all members are expected to adhere to the agreed charters in a thoughtful and sensible manner.

Rewards and Sanctions

We praise and reward children for good behaviour for learning in a variety of ways:

- Teachers congratulate children in a variety of ways particular to individual teachers and classes.
- Class Dojo points are issued to children, recognising positive learning behaviours or to acknowledge outstanding effort or acts of kindness in the academy.
- Pupils work collaboratively for class points.
- Pupils receive a certificate in a celebration assembly.
- Children are sent to the Headteacher or Deputy Headteacher to share their success.

The academy acknowledges all the efforts and achievements of children, both in and out of the academy.

The academy employs a number of sanctions to enforce the academy ethos and culture underpinned by the Rights Respecting Schools values to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

What is Class Dojo?

Class Dojo is an online behaviour management tool for the classroom and is used in all year groups. It helps teachers improve behaviour, build positive learning habits and boost classroom engagement quickly and easily. Each student has a profile complete with their own avatar to which teachers can assign customised positive and negative points (or 'dojos') throughout the lesson. The programme can be operated by a teacher from their computer, iPad or interactive whiteboard/screen and each time they award or remove a point, an (optional) sound plays to alert the class. This information is then recorded on pupils' profiles so that it can be reviewed throughout the year and shared with parents and the SLT as required. Children work each day to reach an agreed points target and are rewarded with incentives and certificates personal to each class.

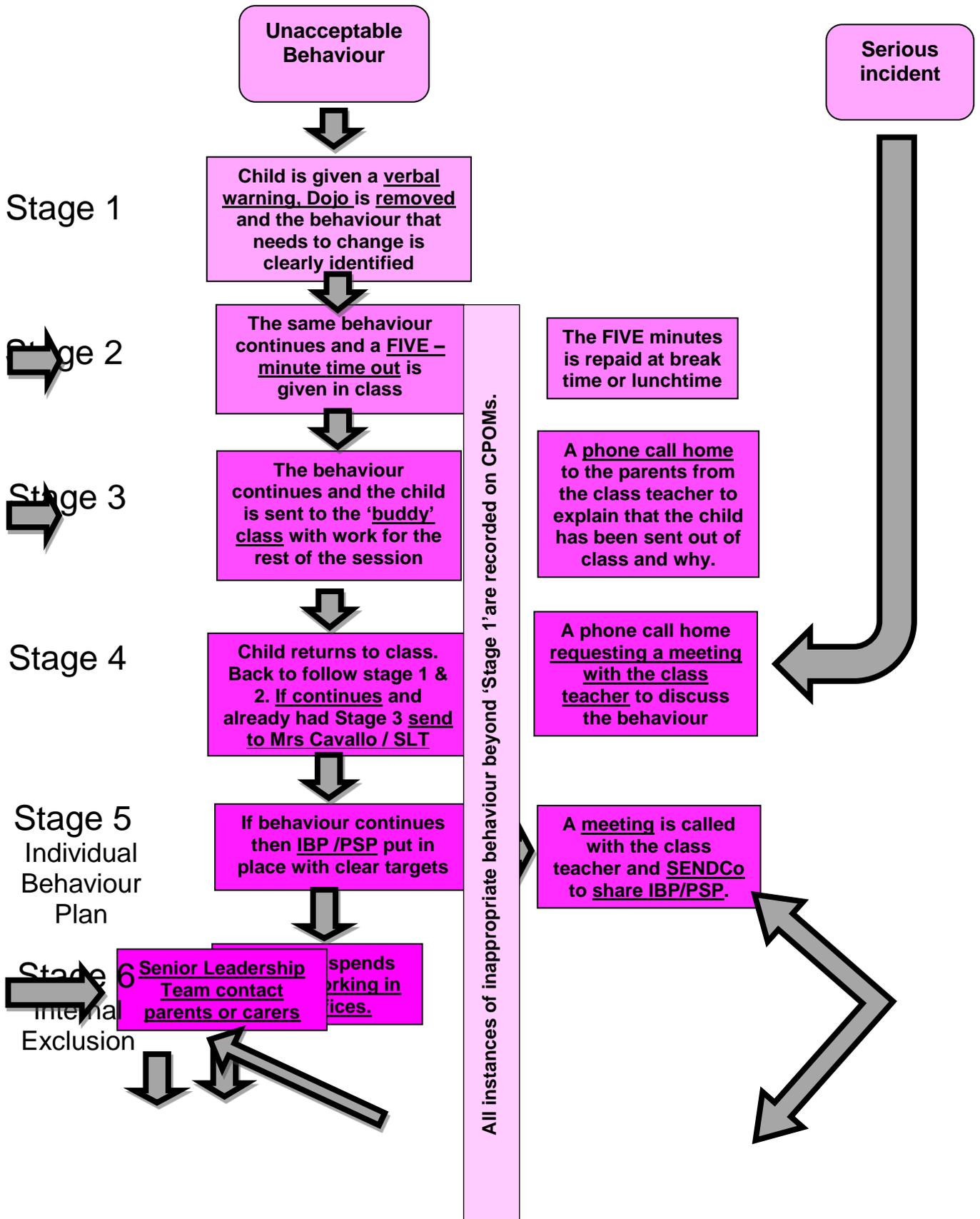
Playground Agreement

As part of our Rights Respecting School initiative we have reviewed our playground behaviour policy to reflect the values of UN Convention of the Rights of the Child. The children voiced their opinions on what they believe to be inappropriate behaviour in the playground and, together with adults in the academy, an agreement was drafted which details the sanctions to be adhered to should inappropriate behaviour arise in our playgrounds. The Playground Charter is displayed in the playground and acts as a reminder that **all children are entitled to a healthy, happy and safe environment.**

After all playtimes / lunchtime breaks, class teachers will be informed of any child in their class who has been involved in a behaviour incident or who has shown exemplary behaviour.

Hierarchy of Sanctions / Consequences

When a child behaves in an inappropriate way, we will follow a set of procedures set out below. Depending on the severity of the behaviour, the child may have a consequence from any part of the hierarchy of consequences.



Stage 7
Exclusion

Child is excluded
for a fixed period
or permanently

Outside agency
involvement, with
child at risk of
exclusion

Behaviour or

Persistent Inappropriate
Other Serious Incident

In most cases, following these procedures will help a child to modify their behaviour. If, however an individual is exhibiting inappropriate behaviour on a regular basis then a bespoke behaviour programme will be set up with support from the SENDCo . This programme may include

- Individual reward system
- Behaviour management plan
- Pastoral Support Programme

This will involve all parties and will be based on acknowledging and rewarding appropriate behaviour whilst still addressing inappropriate behaviour. At this stage, the child will be placed on the SEND register. If the concern is in the playground, then break duty staff and Midday Meals supervisors are informed and behaviour is monitored and recorded by them during these times.

Every serious incident will have all available information known before a consequence is given. Any member of staff giving a consequence must ensure that they have reviewed evidence and taken into account:

- Antecedents
- Behaviours and actions of staff and pupils during the incident
- Acknowledged behavioural needs and agreed Behaviour Plans
- “Red mist” actions
- Premeditation
- Racism
- Bullying

Behaviour Cards

No child should ever be left alone in a classroom or sent to another classroom without prior arrangement. Every teaching room has a set of coloured cards to support adults in managing behaviour. These cards are to be used to inform senior leadership of concerns and incidents that need intervention. These cards are:

- Yellow – Concern regarding behaviour. HT/ SLT will attend when available but not necessarily immediately
- Red – Immediate concern. HT/ SLT will attend immediately
- Pale Green – There is a medical emergency. First Aider or Senior Leader will attend immediately
- Blue – Buddy class card to accompany child when sent to another class so that teacher is aware of why child has been sent to them.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another child, the class teacher records the incident and suitable consequence is decided upon by the class teacher and/or the child. If the incident is considered to be serious or if a child repeatedly acts in a way that disrupts or upsets others, the academy contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend the academy free from fear.

See **Anti Bullying Policy**

The Zones of Regulation

This approach is used across the whole academy to help children understand emotional literacy and self-regulate with increasing independence. It is not a model of rewards and sanctions but helps children to understand their level of alertness for learning. Children are impacted by different events and factors throughout the academy day and thus have different responses. All members of staff at the academy have the responsibility to help children to regulate themselves into the four optimal zones:

Blue zone: (Low mood) Emotions in this zone are sad, tired, sick or bored.

Green zone: (Optimal zone). Emotions in this zone are happy, calm, feeling content, focused, ready to learn.

Yellow zone: (Heightened stage of alertness). Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: (Intense and extreme). Emotions in this zone are cross, angry, terrified, extreme elation...out of control

Staff should model which zone they are in, e.g. I am in the yellow zone because ... Staff should also model strategies to return to a more optimal zone I feel... so I am going to.... This helps children to identify their emotions and develop strategies in self-regulation.

Positive Handling

All members of staff are aware of the regulations regarding the use of positive handling. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the positive handling of children. Most support staff and three teaching staff members have been trained in the use of positive handling, and these staff members will be called for if a situation arises that needs manual handling, unless a child or adult is in immediate danger.

Trained staff – Vicky Dilling, Christie Cavallo, Morwenna Caddick, Tracy Charlwood, Freda Charman, Carolyn Rowell, Kerry Cranford, Helen O’Sullivan, Lesley Newcombe, Emma Smith, Gail Maxted, Amy Tice and Ghariba Shouli.

CPOMS

All behaviours that are beyond the removal of a Class Dojo point should be recorded onto CPOMS by the member of staff who was present and witnessed the behaviour. The SLT are notified of all reported incidents and collectively monitor these to look for patterns of persistent unwanted behaviours. Swift intervention is taken to support class teachers and families when repeated behaviours are noted.

The role of the class teacher

It is the responsibility of class teachers to ensure that the academy’s hierarchy of sanctions are enforced in their classes, and that their classes behave in a responsible manner during lesson time and moving around the academy.

The class teachers in our academy have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom charter consistently. The teachers treat all children in their classes with respect and understanding.

The Head Teacher and class teacher liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the West Sussex behaviour support team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, to be compliant with section 89 of the Education and Inspection Act 2006, to implement the academy behaviour policy consistently throughout the academy, and to report to the trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the academy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SENCo keeps records of all reported incidents of misbehaviour and weekly totals of timeouts and Stage 3 & 4 behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the academy trustees have been notified.

The role of parents

The academy collaborates actively with parents, so that children receive consistent messages about how to behave at home and at the academy.

We expect parents to support their child's learning, and to cooperate with the academy, as set out in the home-academy agreement. We try to build a supportive dialogue between the home and the academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the academy has to use reasonable sanctions to punish a child, we expect parents to support the actions of the academy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head and then the academy trustees. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of trustees

The board of trustees has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the academy's policy on behaviour and discipline, but trustees may be involved in discussions with the Head about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from the academy, but sometimes this may be necessary. The academy has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England. September 2017* We refer to this guidance in any decision to exclude a child from the academy.

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from the academy. 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, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish to appeal against the decision to the governing body. The academy informs the parents 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.

The board of trustees itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The board of trustees will inform an appeal panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the full board.

This appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the trustees appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the board of trustees on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps comprehensive records concerning incidents of inappropriate behaviour.

CPOMS is used to record and monitor incidents, as outlined above.

The Headteacher will keep a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the board of trustees to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

The board of trustees will pay particular attention to matters of equality; it will seek to ensure that the academy abides by *The Equality Act 2010*, and that no child is treated unfairly because of race or ethnic background.