

Tiverton Academy



Behaviour Policy 2020-21

Ratified by FGB
To be reviewed Annually

Signed by Chair.....

AUDIENCE

This policy is to be used by all members of staff, governors, pupils and parents of Tiverton Academy

KEY POINTS

This policy is written in line with the DFE Guidance 'Behaviour and Discipline in schools' January 2016. The guidelines outline the following points;

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.
- Head teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

- Please see additional advice at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Pupils' conduct outside the school gates – teacher's powers

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"
- **teachers may discipline pupils for:**

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

AIM

This policy is in place to ensure that:

- Children have the right to learn and teachers must be enabled to teach them.
- This Academy believes that all pupils can behave if they choose to and that a few pupils, who have specific needs, might need more help to do so. *Good behaviour is expected.*

Whole school rules are followed;

- **Show respect to everyone**
- **Move calmly in and around school**
- **Listen to others**
- **Work hard and try our best**
- **Take care of our school and each other**
- **Use PATHS control signals to calm ourselves down**
- **Think about and use our Value Words**

EQUAL OPPORTUNITIES

Tiverton Academy will continuously strive to ensure that everyone in the Academy is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

PROCEDURES

Teachers and Staff should:

- Have high expectations
- Give liberal praise
- Take a clear leadership role in the classroom
- Be firm and non-confrontational
- Target behaviour, not the pupil
- Use conflict resolution approach to resolve conflict (6 steps displayed in classrooms)
- Use private rather than public reprimands
- Be fair and consistent, ensuring the “always” children are rewarded
- Analyse their own classroom performance and learn from it
- Listen and work with parents, and outside agencies to support behaviour
- Always give and expect to receive respect
- All staff will use the Zone boards as a visual reminder of how well children are doing

- Follow the school behaviour policy and not have their own rewards and sanctions
- Follow the actions on an IBP for children with specific behaviour needs

Parents can help by:

- Having high expectations of their child's behaviour
- Supporting school policy
- Making an appointment to discuss concerns with;
 1. The Class Teacher
 2. The Assistant Principal
 3. The Vice Principal
 4. The Principal
- Listen to the School's point of view
- Always give and expect to receive respect

Children should:

- Have high expectations of their own behaviour
- Know that they will be treated fairly and consistently
- Follow the school rules
- Always give and expect to receive respect
- Use conflict resolution approach to solve conflicts
- Use PATHS control signals to calm down

REWARDS Y3-Y6

- Verbal Praise
- Moving up the Zone Board
- Receiving a star in recognition of excellent work/behaviour (GOLD zone).
- Meeting with the Vice Principal once 20 stars have been awarded.
- Receiving a gold award certificate in Assembly when they have received twenty stars.
- Congratulations Assembly -behaviour and work
- **During the current pandemic, class assemblies will be held weekly where pupils achievements will be celebrated and behaviour expectations reinforced.**

SANCTIONS Y2-Y6

1. **Verbal Warning** If behaviour does not improve...
2. **Moving down zone board to amber** -If behaviour does not improve
3. **Moving down zone board to red**- If behaviour does not improve
(Zone board for Y3-Y6)
4. **Isolation in the Classroom**- If behaviour does not improve
5. **Ten minutes "time out" in the AP classroom** If behaviour does not improve
6. **Referral to the Vice Principal** If behaviour does not improve
(Principal sanctions apply appendix 2)
7. **Governor meeting** to uphold a permanent exclusion.

- **Please see behaviour sanctions amendment in the Covid appendix A**

If poor behaviour occurs at play time or dinner time, the members of staff on duty should deal with the incident in the first instance.

Conflict resolution approach should be used in order to help sort out disputes. Children who are showing aggression to other children, being disrespectful to staff or generally need to cool down should be taken by an adult to the Senior Learning Mentor.

If poor behaviour occurs during out of school clubs or activities the child will not be permitted to attend the club.

SEVERE CLAUSE

If a child...

- WILFULLY inflicts a physical or emotional harm on another child
- WILFULLY destroys property
- REFUSES to do as he/she is told
- Does anything which prevents the class from functioning
- Brings a dangerous weapon into school
- Uses racist/homophobic language

He/she will be taken to the Vice Principal/Principal immediately

Bullying or Harassment on the grounds of Gender/Race/Disability/Homophobia

Any of the above must be dealt with in a sensitive but pro-active manner. If it is suspected that bullying may be taking place this will be referred to the Pastoral Manager who will then discuss the matter with either the AP's or Vice Principal

(APPENDIX 3) The incidents will be recorded in the Behaviour File kept in the SLT office.

Early Years Foundation/ Key Stage 1 (R -Y2)

This phase will take the conflict resolution approach, rather than the zone board which is introduced in Y3. Where possible all behaviour issues will be managed within the phase. When this is no longer possible, (see behaviours noted in the severe clause), the Vice Principal will be informed and parents will be invited into school for a meeting where other professionals may be invited to plan a package of support. The usual behaviour procedures will then follow.

Monitoring of behaviour

- Incidents will be recorded into Class behaviour logs and on Scholar Pack.
- Behaviour will be monitored by the Pastoral Team if a child is put on report.
- Where a child's behaviour is causing concern, including remaining on report for two weeks, they will be referred to the Senior Learning Mentor or SENCO for internal support (Appendix 4).
- If, following intervention, a pupil's behaviour continues to cause concern the parents will be informed and an Individual Behaviour Plan (IBP) will be produced.
- Following two unsuccessful reviews of a IBP, External support will be sought

The role of the Governing Body

If a pupil is referred to the Governors the discipline committee of the Governing Body will look at the case for upholding the Principal's decision to permanently exclude.

MONITORING OF THIS POLICY

Implementation of this policy will be monitored by the Leadership team and reported to the Governing Body Health and Safety Committee each term.

REVIEW

This policy will be reviewed annually. Next review date September 2021

Appendix 1 Role of the Assistant Principal

The Assistant Principal will

- Give liberal praise

The AP reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

To reinforce the consequences the AP will

- Give a verbal warning and record the child's name in Behaviour log kept in Principal's office.
- Decide if the child's behaviour warrants keeping them in at playtime or a lunchtime detention.
- Decide whether to put the child on report and notify the parents.

If behaviour does not improve the AP will

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher or parent to identify strategies for improvement which might include the SENCO/Learning Mentor (APPENDIX 3)

If behaviour does not improve the AP will

- Devise a Behaviour Improvement Plan in consultation with SENCo or Learning Mentor, parents/carers
- Where appropriate, involve outside agencies

If behaviour still does not improve the AP will

- Refer the child to the Vice Principal

The Assistant Principal will

- Monitor daily any child who is put on report and liaise with parents.

During Autumn Term 2020 the AP will not be having responsibility for behaviour due to the current pandemic.

- **Pupils during the Autumn Term will go directly to the Vice Principal instead at this stage.**

Appendix 2 Role of the Vice Principal

The Vice Principal will

- Give liberal praise

The VP reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

To reinforce the consequences the VP will

- Give a verbal warning and record the child's name in Behaviour log kept in HT room
- Decide if the child's behaviour warrants keeping them in at playtime or a lunchtime detention.
- Decide whether to put the child on report and notify the parents.

If behaviour does not improve the VP will

- Contact the pupil's parents (phone call or incident letter)
- Liaise with the teacher, parent, Big Community workers to identify strategies for improvement which might include the SENCO/Learning Mentor (APPENDIX 3)

If behaviour does not improve the VP will

- Devise a Behaviour Improvement Plan in consultation with SENCo, parents/carers
- Where appropriate, involve outside agencies

If behaviour still does not improve the VP will

- Refer the child to the Principal

In the absence of The Vice Principal or Principal the AP will have delegated authority to carry out any of their duties.

Appendix 3 - The role of the Principal

Give liberal praise

- Give liberal praise

The Principal reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour

1. **To reinforce the consequences the Principal will**
Give a verbal warning and record the warning in Behaviour Log
2. **If behaviour does not improve the Principal will**
Place the child on report
3. **If behaviour does not improve the Principal will**
Send a letter home or make a phone call asking to see the parents
4. **If behaviour does not improve the Principal will**
Consider whether an internal exclusion is appropriate
5. **If behaviour still does not improve the Principal will**
Exclude the child from school for 1 day. (During exclusion the child is not permitted on school grounds)
6. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (2days)
7. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (5days)
8. **If behaviour still does not improve the Principal will**
Exclude the child from school for a fixed period (15days) and refer the case to the Governing Body
9. **If behaviour still does not improve the Principal will**
Refer the child to the Governors and seek permanent exclusion

In the absence of The Principal the VP will have delegated authority to carry out any of her duties

If a child is issued with a fixed term exclusion they are required to attend a reintegration meeting with their parents. This meeting may include other staff who work with the child. At this meeting clear expectations for future behaviours will be set, with actions agreed by all parties.

Appendix 4 –Internal Support

THE ROLE OF THE PASTORAL MANAGER/SENCO

If a pupil has been referred to the SENCO, the SENCO should...

1. Observe the child in class and provide appropriate support.
2. Where necessary seek support from the outside support agencies to identify triggers and recommend interventions.

Often pupils with poor behaviour have associated learning needs, the learning needs of the pupil will also be identified and the SENCO will...

1. Liaise with the Class Teacher
2. Ensure the pupil's needs are included on the whole school provision map.
3. Ensure lessons are adequately differentiated.

THE ROLE OF THE LEARNING MENTOR

Pupils may be referred to the Learning Mentor for poor behaviour. In such cases,

- The Learning Mentor should work with the pupils and the parents to identify possible triggers for poor behaviour
- Interventions should be put into place to modify the pupil's behaviour including referral to Music Therapy if necessary.
- Supervises any internal exclusions and detentions.

If a case of bullying has been referred, the Pastoral team will work with both the victim and the perpetrator and parents to provide a package of intervention and support.