



Summercourt Academy Behaviour Policy

2017

The Aims of the Behaviour Policy:

- To develop a whole school behaviour policy supported and followed by all the school community, parents, carers, teachers, children and governors based on a sense of community and shared values.
- To acknowledge that children are individuals. They are entitled to an education that will meet their needs and help them fulfil their potential. We provide a broad and balanced curriculum, in a happy secure environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills so they can make full use of further opportunities successfully.
- To ensure that all children should acquire a love of learning; have a positive attitude towards responsible behaviour, encourage self-discipline and enable them to develop a respect for themselves and other members of society.
- To raise and maintain the children's self-esteem so they leave us as confident, articulate and self-disciplined individuals.
- To ensure that all children benefit from this policy, including those with special needs by adapting or changing the policy if necessary.
- To maintain effective discipline on a day-to-day basis and to ensure that our school remains a calm and orderly community.

At Summercourt all children are encouraged to show respect and consideration for themselves, for others and for property. We believe that good behaviour is the hallmark of a good school. Our aim is to maximise teaching and learning time.

All members of the school community follow these 3 main rules:

- **Follow instructions with thought and care.**
- **Show good manners at all times.**
- **Care for everyone and everything.**

Rewards and Sanctions

The pupils must be aware of the reward system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

These should be clearly displayed in each classroom and other communal areas.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

The emphasis of this academy policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour. All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise.

Wherever appropriate, pupil's best efforts will be celebrated through display and performance.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their pupils
- Stickers and stamps
- Certificates
- Well done tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g. reward time)
- Class wide rewards

Cumulative Rewards

Well done tickets (which can be given out during break and lunch times also)



10 well done tickets = 1 Gold card



3 Gold cards = a prize from the box during the Friday assembly (2.45pm)



Sanctions for unacceptable behaviour

Sometimes, however, for a variety of reasons, a child will continue to find it difficult to behave in an acceptable manner. If this happens, there are further strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

1. A verbal warning

This should be verbal. It should be clear and firm. The pupil should be told what it is he/she is doing wrong and told they have a warning.

For example, 'You were talking when you should have been listening. Therefore, you have chosen to break a school rule so you have a warning. Next time you choose to break a rule your name will be moved to the white cloud.'

2. Move name to the first sanction (each class will have their own way of displaying this)

Name moved from the 'sun' to 'white cloud' for example. This should follow the above warning and should be stated in terms such as:

'I've already given you a warning this lesson so now I'm taking your name off the sun and placing it on the white cloud'.

If the pupil has then behaved appropriately until the end of the lesson the name should be put back onto the sun, ready for a fresh start the next lesson.

If the pupil breaks another rule whilst their name is on the white cloud within that lesson, then they move to the second sanction.

3. Miss a certain amount of break/lunch/reward time

The pupil's name will be moved to the next step of the sanctions chart.

In Class 1 the children will miss 3 minutes. In Class 2 they will miss 5 minutes and in Class 3 and 4 they will miss 10 minutes.

These will be recorded on a tracking sheet to highlight those children who are regularly getting to the third stage of the sanctions chart. If a child gets to stage 3 in one week then their parents/carers will be informed.

4. Red card

The examples below highlight the types of behaviour which warrant a red card:

- Assaulting another child or adult
- Swearing
- Refusing to follow instructions

If a child is given a red card they will be sent to Miss Wood and the incident will be recorded. If a child has 3 red cards within a half term then a meeting with parents/carers will be arranged.

Break/lunch/assembly

All members of staff will recognise and celebrate appropriate behaviour at all times around the academy through informal praise (see 'Rewards and sanctions' above).

During break and lunch time, if a child does not follow an instruction or breaks one of the 3 school rules, firstly follow Stage 1 of the sanctions section above. If the child then gets to stage 2, they are to stand in the 'Time Out' box or stand with a particular adult for a stated number of minutes.

If the child reaches stage 3, they are to be sent to Miss Wood and the incident will be recorded.

Personal Behaviour Plan

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree a Personal Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

Summerville Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend academy free from fear (See Anti-Bullying Policy for further information). We take positive action to protect our children from any negative behaviour outlined in the Equality Act (2010). These 'protected characteristics' are as follows:

• Disability • Age • Gender reassignment • Race • Religion or belief • Sex (formally called Gender) • Sexual Orientation • Marriage and Civil partnership • Pregnancy and maternity

If we are informed or suspect that any of the above have occurred, we will investigate and if found to be proven this will be reported to the LA Equality and Diversity Team.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Summercourt Academy welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy. Parents, and children, are encouraged to sign the Home/Academy Agreement.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

Or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Dealing with serious incidents

We have the right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.
- The Executive Principle and Head of School have the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

The Executive Principle and Head of School and the Governing Body of the Academy have a duty of care to all pupils and staff, and this Behaviour Policy takes appropriate account of the health and safety of all children and adults in the school.

Fixed-term and permanent exclusions

Only the Executive Principle has the power to exclude a child from the academy. The Executive Principle may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Executive Principle may also exclude a pupil permanently.

Before taking such a step the Executive Principle will have taken advice from the Hub Council, Aspire board, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Executive Principle excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Principle makes it clear to the parents that they can appeal against the decision to the Hub Council. The academy informs the parents how to make any such appeal.

The Executive Principle informs the Local Authority (LA) and the Hub Council about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Hub Council itself cannot either exclude a child or extend the exclusion period made by the Executive Principle.

Your child may be excluded from school by the Executive Principle for a number of reasons, and for anything from a half-day to permanently.

Summerville Academy will adhere to the Executive Principle legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012' which relates to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Section 89 of The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

Fixed Term Exclusions

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can for be one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

Permanent Exclusion

Permanent exclusion will 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.

Serious breaches that may lead to permanent exclusion include:

Persistent long term defiant behaviour,
Threatened or actual physical assaults,
Sexual abuse,
Supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- an exclusion is only made where the evidence shows that the child was responsible for the incident.

Monitoring

The Executive Principle supported by the Academy Head of School will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Governors on the effectiveness of the policy and if necessary, make recommendations for further improvements.