

# **Behaviour Policy**

**Member of SLT Responsible for Policy: D.Perks**

**Last reviewed: June 2016  
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## **Beliefs and Aims**

*When adults change, everything changes*

### **Beliefs**

- We believe in high expectations and no excuses for what our students can achieve
- We believe in our core values and we model cooperation, aspiration, resilience and excellence every day
- We believe that a consistent approach to our behaviour routines maximises learning time and aids progress
- We believe that all behaviour is learnt and that we can teach students how to behave
- We believe that the way adults behave and the language they use is hugely influential in how students choose to behave
- We believe students thrive and learn in an environment where they feel safe, supported and cared for

### **Aims**

- To provide staff, students and parents with clear and simple guidance on the behaviours we expect to see all day, every day
- To provide staff, students and parents with clear and simple guidance on the associated consequences
- To ensure a consistent approach the leadership of behaviour in every classroom
- To create a climate for learning that supports high expectations and outstanding progress
- To support a calm and caring atmosphere in school where students feel safe and supported

## Values and P Points

We believe in our Academy values of cooperation, aspiration, resilience and excellence. Staff model these values and students will be rewarded with achievement points when their behaviour and conduct reflects these values.

We have made our expectations very simple. There are only 4 and each one begins with a P. The following behaviours beginning with a P we expect from **all** students, **all** of the time: Prepared, Punctual, Participate and Polite.

### **Prepared**

- Always come to school wearing the correct uniform
- Always come to school with the correct equipment

### **Punctual**

- Arrive at school on time
- Be punctual for every lesson

### **Participate**

- Take part in lessons by completing all work set and asking questions
- Make the correct choice about behaviour and refocus if asked to do so

### **Polite**

- Treat all members of the school community with respect at all times
- Follow all reasonable requests from adults without question

In lessons this will mean arriving on time with everything you need for that lesson; beginning and ending the lesson in an orderly and polite way; listening carefully; following instructions; helping each other when required and being sensible at all times. At other times this means moving sensibly and quietly about school; not running, barging or shouting. You should be ready to open doors, stand back to let people pass and help to carry things. In crowded areas please keep to the left. You should speak politely and use a low voice. Keep the school clean and tidy so that it is a welcoming place we can all be proud of. This means putting all litter in the bin, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly other people's work. When you are out of school, walking locally or with a school group, you must always remember that the school's reputation depends on how you behave.

## Consequences

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school we know consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are consequences for poor and unacceptable behaviour which undermines the positive atmosphere of our community.

### **How will this work?**

If students do not adhere to the 4 Ps staff will advise students and give them the chance to correct their behaviour (except for prepared/punctual). If their behaviour is not corrected a P point will be added to the behaviour system and you will be given a same day detention. This could be at break, at lunchtime or a 15 minute after school detention on that day. A text home will be sent to parents to advise them. This time will be spent reflecting on the following: The 4 Ps – what do they mean? What went wrong? How can I improve?

### **Reports**

Students will be placed on report if they are consistently breaching school rules, and the school's expected standards of behaviour. This decision is made by the Head of key Stage. Parents will be informed in writing when a student is placed on report. Parents will also be informed of progress every two weeks while the student is on report.

Reports have up to 3 targets which teachers score with a maximum mark of 2. Over 10 days this gives a maximum score of 100 which can be used as a percentage at the student's review. There is also a tick box to complete which will verify whether or not the student on report has allowed others to learn.

There is a tiered system in place:

A student will be placed on Green Report when they have accrued 8 P points or more over a 2 week period.

- a) Green Report (3 targets) usually monitored by the form tutor
- b) Amber Report (3 targets) usually monitored by the Head of Key Stage
- c) Red Report (3 targets) usually monitored by an Assistant Head

Each report is issued for a period of two weeks. A student will, in the vast majority of cases, begin on Green report. At the end of the two week period the report will be reviewed. The student may remain on Green, move up to Amber if he/she has failed the targets set or come off report. A student can only come off report when he/she has successfully achieved targets on a Green report. This means that a student who achieves targets set on Amber will move down to Green.

Certain "red line" behaviours from pupils may result in that pupil being placed into the Isolation room or being excluded from school for a fixed period of time. These behaviours include smoking, violence towards pupils or staff, swearing at staff and/or persistent

unacceptable behaviour. Decisions about fixed term exclusions will be decided by D. Perks or an appropriate member of SLT when D. Perks is unavailable.

### **Isolation**

Students will be placed in isolation by a member of the SLT/Directors of Key Stage.

- There are allocated spaces in the Isolation Room which are specifically for pupils whose behaviour could have resulted in a fixed term exclusion.
- These sanctions are booked in advance following investigations into each individual incident and in line with school policies.
- Parents/Carers are notified and pupils remain in Isolation from 9.05am until 3.10pm. They spend their break and lunch in detention.
- Pupils are required to complete a reflection sheet where they review why and how their behaviour incurred their sanction.
  - Additionally there are spaces for pupils who are referred from departments for behaviour. Referral is only considered after other interventions have been implemented and have not been successful. These referrals are for a minimum of 5 lessons and pupils work in the Isolation Room for the period when that lesson would occur. Work is set and monitored by the department responsible.
  - Insufficient work completed or unacceptable behaviour will lead to the isolation being repeated.

### **Fixed Term Exclusions**

We will endeavour to avoid exclusions from school whenever possible. A decision to exclude a pupil for a fixed period is taken only in response to a serious breach of the whole school Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant a permanent exclusion or referral to the alternative curriculum area or satellite centre and lesser sanctions such as detentions are considered inappropriate.

### **Governors Behaviour Panel**

Every term the school has a behaviour panel which includes the Head of School, Chair of Governors and Assistant Head in charge of behaviour. This panel will decide if the student's needs are better suited at another school or with a combination of school and alternative provision. This provision will be provided by Shrewsbury Academy or external services.

### **Alternative Curriculum Area – The Sundorne Centre**

Students that are at risk of permanent exclusion that have failed on the schools report system and are showing a trend of escalating temporary exclusions maybe referred into the schools Alternative Curriculum area.

This facility will be used to offer students a more flexible education. Pupils will receive an educational programme focussing primarily in literacy and numeracy and behaviour modification. The pupils will not be allowed in the main school building and they will have different start, finish, break and lunchtimes. Pupils can be referred into this facility for periods of up to 6 weeks. Students that succeed in this facility may have the opportunity to return to the main school if parents, student and school can agree on the terms of a behavioural contract.

## **Permanent Exclusions**

A decision to permanently exclude a student will be taken only:

- a) In response to serious breaches of the Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil permanently will be taken usually at the final step in a process of disciplinary actions. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and is a last resort.

For Looked after students please refer to the LAC student Policy.

### **Exclusions- The Right of Appeal and Legal Duties.**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusions, parents have the additional right to appeal to an independent panel.

The school has a responsibility to provide suitable full-time education for the pupil from the sixth school day of any fixed period exclusion **of** more than five consecutive school days. Local Authority / Trust are under a duty to provide suitable full-time education (satellite centre) from the sixth school day of a permanent exclusion.

### **Home School Agreement**

We are required to have, and ask parents to sign, a home School Agreement that outlines the responsibilities of the parent and the school, including those around behaviour and attendance.

### **Restorative Justice**

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to reflect and explain what happened and try to come up with a solution.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might affect others in the school. Pupils are asked to write down what happened and reflect on how they feel. Also students are encouraged to explore what they would do differently in the future in similar circumstances.

## **Sanctions and Disciplinary Action- Off site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanction may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion.

### **The Use of Reasonable Force**

In order to maintain the safety and welfare of pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE- Use of reasonable force: advice for head teachers, staff and governing bodies and the schools public sector equality duty set out in section 149 of the Equality act 2010.

Force is generally used for two different purposes, either to control pupils or restrain them. All members of staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as un paid volunteers or parents accompanying pupils on a school organised trip.

Reasonable Force will be used only when immediately necessary and for the minimum of time necessary to achieve a desired result and in order to prevent a pupil from doing or continuing to do any of the following:

Committing a criminal offence

Injuring themselves or others

Causing damage to property, including their own

Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

### **As a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management has the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### **Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.

- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

### **Pupil Support Plans (PSP)**

A pupil with a known challenging behaviour or a medical condition which affects behaviour patterns may be the subject of a PSP. This Plan sets out specific ways in to support and manage behaviours whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's PSP and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the PSP.

#### **Informing Parents when Reasonable Force has been used**

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- The pupil's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the pupil or member of staff concerned; and the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher ( or Deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- An incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?



- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and kept in the pupils central record file. A duplicate copy should be stored in the Physical Incidents File (RED) stored in the records room and all other notes/supporting evidence taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

### **Post Incident Support**

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries.

Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- Ensure the incident has been recorded:
- Decide whether multi-agency partners need to be engaged and, if so, which partners:
- Hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.
- Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- Ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of :
  1. Physical consequences
  2. Emotional stress or loss of confidence
  3. Analysis and reflection of the incident

### **Follow up**

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the PSP or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

## **Other Physical Contact with Pupils**

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid

## **Allegations of Abuse against Staff and Other Adults Working in the School**

### General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure)

The Governors of Shrewsbury Academy have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in particular with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

## **Behaviour of Parents/Carers and other visitors to the School**

Shrewsbury Academy encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our school procedures, reference was made to the DfES document "A Legal toolkit for schools-Tackling abuse, threats and violence towards members of the school community". A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

### **Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

### **Procedures for Dealing with Unacceptable Behaviour**

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises
- In more serious cases the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.