Whitemoor Academy Behaviour Policy

A Positive Approach

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Whitemoor Academy.

It is a working document designed to enhance the development of positive relationships between pupils, adults working in the Academy, parents and other members of the wider Academy community.

The policy is the result of consultation with pupils, parents, staff and governors. It reflects current practice within the academy.

Its fair and consistent implementation is the responsibility of all staff.

Pupils have contributed to the behaviour policy through their involvement in the development of the academy's general rules.

Aims

The aim of Whitemoor Academy is for every member of the academy community to feel valued and respected, and for all persons to be treated fairly.

We are a caring community, whose values are built on mutual trust and respect. The academy behaviour policy is therefore designed to support the way in which the members of the academy can live and work together in a supportive way. We aim to promote an environment where all feel happy, safe and secure.

Whitemoor Academy wants all its pupils to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements

Whitemoor Academy has five rules chosen by the pupils. The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Whitemoor 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).

Equality statement

Whitemoor 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.

Expectations of staff

The following expectations should be developed and agreed by staff in the Academy:

- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent rules and sanctions.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and inclusive curriculum.
- To create a safe and stimulating environment that supports children's learning.

Expectations of pupils

The following pupil expectations should be **developed and agreed** by children in the school.

- To work to the best of their ability, and allow others to do the same.
- To treat adults and children with respect and to be aware of the impact of their behaviour on others.
- To follow the instructions of all adults who work in the Academy.
- To take care of and respect property within the school environment and community.
- To decide upon and follow the agreed Academy rules.

Expectations of parents/carers

Parents and carers are asked to support the Academy's Behaviour Policy.

- To ensure children are aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To encourage independence and self-discipline, to show an interest in all that their child does in the Academy
- Ensuring that their children attend school in good health, punctually and regularly
- To enjoy good relationships with the school and to support the school in the implementation of this policy.

A Positive Approach

We believe good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore we strive to provide positive everyday experiences so that our pupils are more likely to reach their full potential.

The core beliefs of Whitemoor Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and using a system of rewards are more likely to change behaviour than blaming and demanding. Using a positive system of rewards will increase pupils' self-esteem and thus help them to achieve more.
- Celebrating success helps pupils to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We consider the safety of other pupils and minimize disruption while helping pupils acquire self-discipline.
- Reinforcing good behaviour helps our pupils feel good about themselves.

Academy Rules

The academy's rules are:

- Be thoughtful, kind and polite to everyone.
- Act sensibly at all times.

- Always work hard and try your best.
- Respect other people and their property.
- Treat others as you would like to be treated.

As well as the rules every member of the academy community should apply the following principles:

· If you don't stop the inappropriate behaviour you are condoning it;

· You own your own behaviour.

Rewards and Sanctions Overview

The pupils must be aware of the rewards 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.

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 the academy discipline 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., free time)

· Class wide rewards

Cumulative Rewards

· Well done tickets

10 well done tickets = 1 Gold card

3 Gold cards= prize from Gold box.

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 selfesteem, 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 havechosen to break a school rule so you have a warning' Next time you choose to break a rule your name will be written on the grey card/ white cloud.

2. Name on board/white cloud

Name moved to white cloud. This should follow above warning and should be stated in terms such as:

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

If pupil has then behaved appropriately until the end of the session/lesson the name should be put back onto the sun, ready for a fresh start next session .
If pupil breaks another rule whilst name is on the white cloud, then move to stage 3 of the consequences.

3. Miss a playtime

Name moved to dark/black cloud and miss 5 minutes of the next playtime. These children will part (appropriate to age) of the next playtime (even if it is the next day). This should be logged.
Lost playtimes will take place standing next to the playground supervisors. During this time the children should be silent and asked to reflect on their behaviour.

4.Red letter home

Should a pupil miss 2 or 3 (age appropriate) separate playtimes in quick succession a 'red letter' will be sent to the pupils parents/carers alerting them to our concerns regarding the pupils behaviour. .

5. Meeting with parents

Following 2 or 3 red letters a meeting will be called between the childs parents and Mrs Hooper or Mrs Bragg to discuss ways forward for a behaviour plan for the pupil.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Whitemoor 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 Headteacher has 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 Headteacher 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 Principal has the power to exclude a child from the academy. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Principal may also exclude a pupil permanently.

Before taking such a step the Principal will have taken advice from the governors, TCAT board, the Education Welfare Service, County Psychological Service or the school medical officer.
If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can appeal against the decision to the governing body. The academy informs the parents how to make any such appeal.

The Principal informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Principal.

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

Whitemoor Academy will adhere to the principal 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;
- 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 schools 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 Principal supported by the Academy Head of Learning 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.