

Connor Downs Academy

Behaviour and Exclusion Policy

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 Connor Downs 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 the school rules.

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

REWARDS / SANCTIONS

Rewards and Sanctions Overview

The pupils must be aware of the rewards system that is in place and the consequences, Good to be Green. This is 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 behaviour 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 understand the next consequence. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

REWARDS

- Praise.
- House points, any amount at any time.
- Golden Time: up to 25 minutes weekly for the whole school.
- Half termly rewards for children who have ended every day on green.
- Citizen of the Week nominations and awards at Shine assembly.
- Positive notes or phone calls home to parents to inform them of success during the school day.

SANCTIONS (depending on the severity of the behaviour):

1. Verbal reminder – dialogue and reminder of how to improve
2. Yellow card – dialogue and reminder of how to improve
3. Red card – communicated to parents (severe incidents, such as fighting, swearing, bullying, vandalism, refusing to follow an adult's instructions, lying may result in step 3 being the first sanction)
4. Incidents to be recorded on whole class tracking sheet or on individual incident log
5. Records are kept daily and are monitored for patterns of behaviour. If a child received an instant red card, he/she miss all golden time
6. Records are monitored at KS meetings. Any concerns passed to AHT
7. If behaviour does not improve parents and child to meet with Head of School to discuss an individual behaviour plan

This system is followed by all staff at all points in the school day, including lunch and breaktimes.

Individual Behaviour Plan

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree an Individual 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.

Connor Downs 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. Connor Downs Academy welcomes the interest and close involvement of parents and by choosing to send their child to our school we expect that parents will support the agreed behaviour policy. 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 an Individual Behaviour Plan, shared with the parents, staff and the child.

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

On rare occasions, this 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 Head of School 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 Head of School and the Hub Council 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 Principal has the power to exclude a child from the academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

They may also exclude a pupil permanently.

Before taking such a step the Executive Principal will have taken advice from the hub council, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer as appropriate to each situation.

If a child is excluded parents are informed immediately, giving reasons for the exclusion. At the same time, the Executive Principal makes it clear to the parents that they can appeal against the decision to the governance of the academy. The academy informs the parents how to make any such appeal.

The Executive Principal in conjunction with the lead hub councillor informs the Local Authority (LA) and the Aspire MAT 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 Principal.

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

Connor Downs Academy will adhere to the Head Teacher 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 academy 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
- Verbal abuse related to the protected characteristics as defined in the Equality Act (2010)
- 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 at the point of exclusion and invited to school to discuss the seriousness of their child's actions.

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

PROCEDURES FOR THE SCHOOL DAY

Start of the School Day:

- Children are expected to be punctual.
- Children should arrive between 8.30 and 8.45 am.
- Activities are provided within each classroom to prepare them for the school day.
- Cloakrooms should be vacated as soon as possible.
- Late children will be expected to enter the school via the office after this time where they will be signed in as late.
- The Secretary will contact parents of children who are absent (without reason) from 8:30a.m. via phone call or a text message.

Morning playtime and lunchtime supervision:

- There is always at least one qualified teacher on break duty supported by at least one teaching assistant.

- A hand bell will be used to signal the end of playtime. On hearing the bell, the children should stand still and will be lead into school a class at a time by the adults on duty after hearing their whistle.
- We aim to make lunchtime and playtime a happy time for the children in our care.
- Morning playtime is supervised by members of staff in the school grounds.
- First aid kits are taken out at playtime and we have a designated first aid room for injuries requiring more attention.

Classrooms:

- Good to be Green rules are displayed in each classroom.
- Each class has a positive Class Charter set up at beginning of the academic year in conjunction with the children.

At the end of the school day:

- KS1 finish at 3.15pm and KS2 at 3.15pm.
- Good to be Green rules are used to promote positive behaviour for those children using the any of the after school clubs.

Policy reviewed October 2017

To be reviewed October 2019

Previous version September 2016

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October 2017

