



Date becomes effective January 2019

Next review date July 2019

Person responsible for implementation: Head of School

Treverbyn Academy Behaviour Policy

A Positive Approach

Rationale

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

Aims

The aim of Treverbyn 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.

Treverbyn 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

Treverbyn Academy has three rules for life. **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.

Treverbyn 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).

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** 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 Treverbyn 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 and increase self-esteem.
- 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 for life are:

- 1. Show respect and good manners at all times**
- 2. Follow instructions with thought and care**
- 3. Care for everyone and everything**
- 4. Always try your best**

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
- Golden Tickets
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Privileges Card (e.g. chair in assembly/leading the line/choosing an activity)
- Class wide rewards

Reviewed-Cumulative Rewards- individual

Golden tickets

10 Well Done tickets = 1 Gold card

3 Gold cards= prize from Gold box.

(all classes to be consistent in this approach- principle of –

'catch a child being good'

(Well-done cards link directly to house points and Mr Welch's Head teacher stickers)

Cumulative Rewards- class

Green Time- this is to be awarded when **an agreed %** of class member has stayed 'GREEN' for a whole day (that is no Red cards). 5 minutes are rewarded per day.

(this is based on high expectations but around the make up of the class- it will be unfair for a class with high needs to mean that the pupils trying hard with their behaviour get no rewards- expectations will increase as behaviour is modified- eg if a high needs class begins on 75% of the class it will build to 95% within a period of time)

Remember this is cumulative – a maximum of 25 mins can be gained in a 5 day period for example.

Once the class has gained enough 'time' (20 minutes? 25 minutes?) then GREEN TIME is given

Green time: this is a class chosen activity and can include:

Extra playtimes, 'choosing time' extra lesson of their choice

an outdoor game session such as Capture the Flag, 'bring a game from home' session, iPad session, cooking, den building session etc

Rewards from the Golden box to be agreed by pupil council

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.

Reviewed visual system based on Blue, Green, Amber, Red Staff shall set up their own class version based on this.

All pupils always begin on green- this is expected good behaviour

1. A verbal warning will always remain

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 of following instructions- so you have been given a warning' Next time you choose to break a rule your name will be moved down the chart.

2. Move name down to Yellow/ Amber- Stop, Think and Change behaviour

This should follow oral warning and should be stated in terms such as:

*I've already given you a warning this session/lesson/playtime now I am moving your name down to Yellow/ Amber remind you to **STOP AND THINK** and improve your behaviour*

When the pupil has then behaved appropriately- **Catch them being Good** within the session the name is removed can be moved back to Green immediately. If pupil breaks another rule whilst name is on the board, then move to Red of the consequences.

3. Red

Remains on Red to start of the next session but begins fresh each session

Consequence is to miss 10 (appropriate to age R/ KS1) minutes of the next playtime with Head teacher/ Senior Leader. (even if it is the next day). This should be logged. Lost playtimes will take place with the Head Teacher/ Senior Leader in Head's Office. During this time the children should be silent and asked to reflect on their behaviour/ complete work where this has not happened.

4. Red letter home

Should a pupil have 2 or 3 (age appropriate) Reds in quick succession (i.e. in one week) a 'red letter' will be sent to the pupils' parents/carers alerting them to our concerns regarding the pupils' behaviour and inviting them to come and discuss the situation with Head Teacher.

Exceptions- Straight to a red letter

A red letter will be sent for absconding, fighting and abuse of staff.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Treverbyn 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 Senior Head of School and 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 Senior Head of School 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.

The Senior Head of School may also exclude a pupil permanently.

Before taking such a step we will have taken advice from the governors, Aspire Board, the Education Welfare Service, County Psychological Service or the school medical officer.

If a child is excluded, The Senior Head of School informs the parents immediately, giving reasons for the exclusion. At the same time, making 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 Senior Head of School 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 Principal.

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

Treverbyn Academy will adhere to the 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 be one day or up to five days and will be used for the school to gain advice to set up alternative provision and support for the pupil.

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 Head of School 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.