



Hollinsclough C of E Academy

Behaviour & Discipline Policy: 2017

Mission Statement

'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values and supports our community. We guarantee accessibility and availability to all.'

Developing potential

Pre-amble

This policy document is a statement of the aims, principals, and strategies for Behaviour and Discipline at Hollinsclough Academy and was developed through a process of consultation with teaching staff, children, governors and others.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour

A schedule for the review of this and all other policy documents are set out in the school's Plan of Policy Review.

Dyslexia Friendly

The area of Behaviour and Discipline where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at our academy, we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in our SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexia tendencies is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

Aims and expectations

It is a primary aim of our Church Academy that every member of the school community should feel valued and respected and that each person is treated fairly and well. As a Church Academy and member of a caring community of stakeholders, we aim to be happy and purposeful, to develop Christian values, and foster a respect for other people and all beliefs.

Our behaviour policy is therefore designed to support the way in which all members of the academy can live, learn and work together in an effective, considerate and supportive way, forming an environment where everyone feels happy, safe and secure.

Within our academy, we have a number of basic rules. The primary aim of this Behaviour Policy is to reinforce these basic rules and promote a positive approach to behaviour management along the following lines;

- We expect every member of the academy community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent manner at all times.

Rewards and Consequences

We reward good behaviour, as we believe that this will develop an ethos of kindness, care, love, and co-operation.

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children
- teachers give children stickers and house points or 'dojo's'; Children can also become 'Star of the Week'
- we distribute these merits to children either for consistent good work, homework or behaviour, or to acknowledge outstanding effort or acts of kindness

All children who attend on Thursday have an opportunity to attend an achievement assembly where they are rewarded for their best work and/or behaviour.

We acknowledge all the efforts and achievements of children, both in and out of our academy.

We have adopted the SEAL initiative (Social and Emotional Aspects of Learning) as a strategy to support positive social and emotional behaviour' plus other social, emotional and moral assemblies.

Within our academy, we employ a number of measures to enforce the rules and to ensure a safe and positive learning environment. We employ each measure appropriately to each individual situation.

We expect children to listen carefully to all instructions in lessons.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child does not keep the golden rules in class, the teacher will issue a warning, reiterating the class rules. If a child continues to misbehave in the lesson, their name will be written on the board, and if necessary they will be isolated from the rest of the class until they have calmed down and is in a position to work sensibly again with others. Older children may be asked to reflect on their behaviour.

If a child's name is repeatedly recorded they will be asked to explain their behaviour to the Principal, who will then record the problem via the MIS behaviour log specific to the child this remains on the child's record and this will be retained for future reference. At our Principals discretion, the parents will be informed and a meeting arranged with a view to improving the behaviour of the child concerned. Reflection tasks may be put into place if appropriate.

Our Principal reserves the right to place on the child's official record any and all information relating to issues, actions, outcomes etc.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.

The class teacher discusses the academy rules with each class; these are clearly displayed on the wall of each classroom. In addition to these rules, each class also has its own classroom code, which is agreed by the children. In this way, every child in each class knows the standard of behaviour that we expect in our academy. If there are incidents of anti-social behaviour, the class teacher/principal will discuss these with the whole class/academy during assembly, PHSE and/or 'circle time'.

If a child threatens, hurts, or bullies another pupil, the class teacher will record the incident and the guilty party is dealt with accordingly.

Our Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our academy do so in an environment that is free from fear (see Bullying/LGBTPolicy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in **DfE Circular 10/98, relating to section 550A of the Education Act 1996**: The Use of Force to Control or Restrain Pupils and other subsequent information. Teachers in our academy do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the academy and class rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

Our class teachers have high expectations of the children in their classes in terms of behaviour, and they strive to ensure that all children work to the best of their ability. There is an agreed procedure to be followed by all staff to ensure consistency (**See Attached Appendix B**)

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child.

The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with academy policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Principal

It is the responsibility of our Principal, under the **School Standards and Framework Act 1998**, to implement this policy consistently throughout the academy, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety, and welfare of all children whilst they are in the care of the academy staff.

Our Principal supports all staff in the implementation of this policy.

Records of all reported serious incidents of misbehaviour will be held on the child's personal administration file within administrative Management Information System (MIS).

In extreme circumstances, our Principal has the power/responsibility for issuing fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious offences, the Principal may move to permanently exclude a child. Both these actions are only taken as a last resort and the school governors notified.

The role of parents

Our academy endeavours to work collaboratively with parents, so that all children receive consistent messages about how to behave at home and whilst attending the academy.

We outline our rules in the academies prospectus and the home-school arrangement, and we expect parents to read these and support these rules fully.

We expect parents to support their child's learning, and to co-operate with the academy, as set out in the home-school arrangement. Key to this approach is the understanding of the need for a supportive dialogue between the home and our academy, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If we need to use measures to improve the behaviour of a child, parents are expected to support our actions. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should refer to our Complaints Policy and follow its guidance to resolve any issues.

Parents are routinely invited to Parents' evenings, and all have the opportunity of a Home visit by our Principal or a nominated individual.

The role of Governors

Our Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness when and if required. Our Governors support the Principal in carrying out these guidelines.

Our Principal has the day-to-day delegated authority to implement this policy, but Governors may give advice to the Principal about particular disciplinary issues. Our Principal must take this into account when making decisions about matters of behaviour.

Fixed-term and Permanent exclusions

Only the Principal (or an acting Principal) has the power to exclude a pupil from the academy. Our Principal may exclude a pupil for one or more fixed periods of up to 45 days in any one academic year. Our Principal is permitted to exclude a pupil permanently. It is also possible for the Principal to convert fixed-term exclusions into a permanent exclusion if the circumstances warrant this.

If our Principal excludes a pupil, they are required to inform the parents of the child at fault immediately, giving reasons for the exclusion. At the same time, our Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body, and also informs the parents how to make any such appeal.

Our Principal reports to the governing body and the Trust Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body / Trust Board themselves cannot either exclude a pupil or extend the exclusion period made by the Principal.

Parents have the right to ask for a referral to the Governing bodies discipline committee. This committee is made up of between three and five members who are unconnected from any incident relating to the cause of the exclusion. They consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they are required to judge the circumstances in which the pupil was excluded, consider any representation by parents and/or others, and then to deliberate whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

School Trips / Visits

Every effort will be made to ensure provision for all pupils to take part in educational journeys. However, a pupil may be excluded from planned school trips, educational journeys, or residential visits where there is the potential for the poor behaviour of that pupil which may put the health and safety of themselves or others at risk, or will harm the reputation of our academy.

Travelling to and from Academy and conduct on trips and at sporting events.

Sometimes incidents of poor behaviour occur at these times. We consider that at such times pupils are representing the academy and where such incidents occur, and depending on the seriousness, sanctions may be applied and parents contacted.

Monitoring

Our Principal monitors the effectiveness of this policy on a regular basis, reporting to the Governing Body / Trust Board on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The academy keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents where consequences have been imposed in a class behaviour log book. The Principal records those incidents where a child is sent to them on account of bad behaviour. In addition, we keep a record of any incidents that occur at break or lunchtimes.

Our Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body / Trust Board to monitor the rate of suspensions and exclusions and to ensure that the academy policy is administered fairly and consistently.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Implementation of the policy

Our school will manage the implementation of this policy with the support and guidance of other agencies when required.

General

This policy and its intentions will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

Signed...



Designation: Chair of Governors

Date... November 2017

Signed ...



Designation: Headteacher

Date... November 2017

This policy is to be reviewed by Governors during Summer term 2019.

Appendix A

The Academic Approach to Positive Behaviour

- Praise for those who are getting it right
- Praise for those who follow the rules
- Praise for those who have made the right choice

Rewards for Outstanding Behaviour or Work

- Stickers or stamps in book/ Dojo's (or House Points if more applicable) / Prizes
 - Star of the Week
 - Other at Teacher's discretion
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Appendix B

The Agreed Procedure for Behaviour

EYFS

1. Verbal Warning
2. Time out

KS1

1. Verbal Warning
2. Move in class
3. Move from class to finish work and/or reflection task
4. Speak to parents (behaviour logged)
5. Behaviour plan arranged

KS2

1. Verbal Warning
2. Move in class
3. Move from class to finish work and/or reflection task
4. Completion of work during playtime
5. Speak to parents (behaviour logged)
6. Behaviour plan arranged