



Policy Name	Pupil Discipline and Behaviour policy
Frequency of review	Biannually
Status	Statutory
Reviewed on	Awaiting Ratification
Reviewed by	Full Governing Body
Next review	

## **Pupil Discipline and Behaviour Policy (Including Anti Bullying and exclusions)**

### **Philosophy**

We promote the personal development, educational achievement and well being of all children, staff, parents and members of our community. We strive to create an atmosphere that encourages partnership between these groups of people to develop a feeling of mutual care and respect.

We aim to create an environment of safe, fun learning for all. We will be just in our actions when rules are not followed and encourage tolerance and fairness.

### **Aims**

- Provide an education which recognises the value of each child.
- Recognise that education is a partnership between parents, their children, the community and the academy.
- Provide an environment that promotes a positive attitude to learning.
- Develop a sense of respect, honesty, truth, kindness, co-operation and tolerance.
- Encourage participation in decision making that promotes well-being and development.
- Develop an awareness of personal responsibility for ones own actions.
- Encourage everyone to keep the academy environment clean and tidy and take responsibility for their own possessions.
- Develop self-discipline and independence.

### **General Academy Expectations**

- Speaking politely to everyone.
- Listening to one another.
- Working co-operatively.
- Acting safely and with consideration of one another.
- Caring for one another, their property and the environment.

- Respecting others - their beliefs, their views and their way of life.
- Demonstrating core British Values

## Classroom

- Each class will determine its own rules, which will reflect the values and behaviour expected by the academy.
- Some expected behaviours, rewards and routines will be negotiated with the children themselves. These will be overseen by the adult in charge.
- Expected behaviours, rewards and sanctions will be clearly displayed / identified
- Children will be reminded frequently about the rules and why they were made.
- Details of expected behaviours will be kept short, simple and realistic.
- Teachers will follow agreed procedures for rewards and sanctions.

As part of our staff development programme, all staff will be inducted into our policy and procedures and there will be training provided for individuals or groups as and when necessary.

Our behaviour procedures are detailed in the accompanying academy Pupil Discipline and Behaviour SOP.

## Recording and Evaluating

Behaviour incidents are recorded on the relevant coloured slip and dealt with wherever possible by the person who is first on the scene. This is then recorded directly onto CPOMs by that person, alerting the relevant staff (the behaviour Flow charts can be consulted for further direction). In the case of a red slip this may need to be reported to a member of SLT. The results of these incidences are monitored by Senior Leadership and reported to the Governors on a termly basis.

## Use of Reasonable force and Physical Intervention

Any use of force by staff will be reasonable, proportionate and lawful.

- **Force will never be used as a punishment.**

Circumstances in which force might be used include the following:

- Pupils found fighting maybe physically separated.
- 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.

- Pupils at risk of harming themselves through physical outbursts may be physically restrained.

## **Physical Intervention**

Positive handling should only be used when all other de-escalation strategies have been tried unsuccessfully or in an emergency situation. Positive handling 'Physical interventions' are defined in the guidance as 'deliberate acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently. The use of restrictive intervention is likely to be legally defensible when it is required to prevent:

- **self-harming**
- **Injury to other children, service-users, staff or teachers**
- **Damage to property**
- **An offence being committed**
- **In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.**

Should these exceptional circumstances arise, key staff at Ardley Hill Academy are 'team teach' trained and are authorised to use restrictive interventions (Positive handling) by the Head Teacher.

*"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Team Teach Director)*

Further details on Team Teach can be found at:

<http://www.teamteach.co.uk/about-team-teach>

The Senior Leadership Team (SLT) will monitor the frequency of physical intervention closely.

### **Post incident reviews**

'Whenever a restrictive intervention has been used, staff and people should have separate opportunities to reflect on what happened.' There must follow clear and accurate recording of the incident.

The following necessary documentation must be completed:

- Separate entry from each staff member onto CPOMs software documenting incident in its entirety.
- Email to Oak Bank school (acting on behalf of the Local Authority) to report use of physical intervention.

- Completion of the bound and numbered record (endorsed by Team Teach).
- Parents will be informed as soon as possible on the day the restraint takes place.

## Anti Bullying

### **Rationale**

Bullying may be defined as repeated attacks resulting from a desire to hurt, threaten, frighten or humiliate someone or several people. The attacks may be physical, social, psychological or verbal and they can include harassment on the grounds of race, gender or disability. They may also be made via electronic means.

**We do not consider bullying to be:**

- An isolated incident.
- A 'falling out'.
- A 'one off' disagreement.

**We will:**

- Provide a safe, secure environment where the children are able to seek help when they feel threatened or frightened.
- Enable the children to develop the social skills to deal with potential bullying situations.
- Take bullying seriously.

### **Involving Parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the academy's Anti Bullying policy and to actively encourage their child to be a positive member of the academy.

### **Exclusions**

At Ardley Hill Academy our first priority is the safety and well-being of the children. We strive to create an atmosphere of *'Safe, fun learning for all'*. It is our intention to provide all children with the opportunity to work and play in a safe secure environment enabling all teachers to teach and all children to learn. Our academy Pupil Discipline and Behaviour Policy underpins this. We believe that fun learning cannot happen in an environment where the children feel unsafe. In line with this, we take a firm stand against aggressive and violent behaviour, which we believe is always unacceptable. We follow the guidance on exclusion from the Department for Education (DfE). This applies to all pupils, including those below compulsory school age.

### **Possible reasons for Excluding a Child**

- Physical assault on another child or member of staff.
- 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.
- Deliberate and wilful damage to property.
- Constant disruption to the education of other children.

### **3 Strike' Process for Exclusion**

This process will be followed for serious incidents of aggressive or violent behaviour, as detailed in the academy Exclusion policy. We recognise that the following is a guide and that every incident and the circumstances related to it are unique. When decisions are made the Head teacher, Deputy or relevant senior leader will take all information into account.

#### **1<sup>st</sup> strike - e.g. child hurts someone intentionally**

- A Red slip will be completed and passed to SLT as soon as possible by the member of staff involved.
- The Head teacher or member of SLT, will speak to the child and any others involved and ensure they are clear about what has happened.
- The relevant senior person, will then explain to the child that they have received a 1<sup>st</sup> strike and explain what that means.
- The class teacher (not SLT), will call the parents and discuss the situation. This will be followed up by an email from the office stating that a strike was issued.
- The relevant class teacher will call the parents of the child who was hurt and explain to them what has happened. (Not the office as stated).
- The incident will be recorded onto CPOMs by SLT and/or class teacher.

#### **2<sup>nd</sup> Strike - e.g. child hurts someone intentionally again**

- As above, except that the Head teacher or Deputy will arrange a meeting with the parents and class teacher as soon as is possible (*ideally that day or the following morning*).
- At the meeting the Head teacher or Deputy will agree with the parents and the child the details of a 'behaviour contract'. This contract will set out the things the academy will do to help the child control their behaviour and also what the academy expects from the child. Also, it will state that, if the child hurts someone again, they could be excluded from the academy.
- We will then all sign this contract to show we have accepted its terms.
- The incidents will be recorded onto the CPOMs system.

### **3<sup>rd</sup> Strike - e.g. child hurts someone intentionally again**

- As above, but the Head teacher, Deputy, or relevant senior leader, will exclude the child from the academy for a fixed term. At this person's discretion it may be the child is given an internal, or lunchtime exclusion.

If the child continues to hurt others after returning to the academy, they could face permanent expulsion. Each incident will be recorded on the CPOMS system.

We will review the behaviour records termly.

***A first or second incident could be deemed severe enough to warrant a fixed term or permanent exclusion. This will be considered at the time by the Head teacher, Deputy or relevant senior leader. The three strikes do not have to be of a similar nature to warrant fixed term exclusion.***

### **Authorising and Recording Exclusion**

**Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the SLT can authorise exclusions.**

All exclusions, however short in duration, will be formally recorded.

With regards to an 'internal exclusion', where a pupil maybe removed from class but not the school site, this does not count as a formal exclusion but will still be recorded.

When deciding whether to exclude a pupil we will consider our responsibilities under the Equality Act 2010.

### **Staged Returns to the Academy**

Consideration should be given to the staged return of a child into the Academy. If this is considered to be a suitable course of action it should be noted in the child's educational support plan. However the academy recognises that this type of arrangement is one which can only be entered into voluntarily with the child's parents. If agreement is given, the reintegration plan will be carefully staged and monitored by the Head teacher or Deputy. At all times work will be provided for the child to complete when at home.

### **Lunchtime/Internal Exclusion**

All parents and children should be made aware that inclusion internally is dependent on the academy's ability to reasonably supervise children. If a child presents behaviour difficulties which cannot be regulated by normal academy sanctions the Head teacher or Deputy must consider implementing an internal or external exclusion

during lunchtimes. Prior to implementing internal exclusion the Head teacher or Deputy will speak to the child and parents as stated at '2<sup>nd</sup> strike '.

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