

# Phoenix Junior Academy



## Behaviour Policy

Date written:	April 2014
Date received by staff:	April 2014
Date agreed by Advisory Board:	March 2016
Date to be reviewed:	April 2017

## Behaviour Policy

The atmosphere of the school depends on the mutual respect of all pupils and adults and the philosophy that everyone is of equal importance and worth. The main guiding principle is that everyone will act with courtesy and consideration to others at all times in order to promote a happy, caring and relaxed atmosphere. This policy has implications for all the staff, parents and pupils.

Appropriate sanctions are used when necessary. Serious offences or frequent misbehaviour will result in the parents being contacted and a suitable course of action being agreed at the earliest possible opportunity.

The pastoral care of the children is a shared responsibility of all staff and stakeholders of Phoenix Junior Academy under the guidance of the Head teacher.

**Behaviour Management aims to ensure a positive learning environment:**

**These points are paramount**

- Teach children to develop self control, take responsibility and be accountable for their actions.
- Ensure the safety and well being of all pupils, staff and visitors
- Foster a sense of respect for the environment.
- Divert children from inappropriate behaviour towards appropriate behaviour.
- Curb or divert obsessive behaviour in order to allow learning to take place.
- Teach children that actions and choices have consequences.
- Allow pupils to develop and demonstrate positive abilities and attitudes and reward pupils when they are doing this.

House points, stickers, certificates and verbal praise are used to reward good behaviour and develop a sense of their own worth. **They should be used in conjunction with a Classroom or Whole-school Discipline plan (see appendices).** Children in the oldest class or Prefects may be given school wide responsibilities such as preparing the hall for assembly, looking after PE equipment and representing the school as a house captain or through their behaviour becoming a school prefect. All behaviour, good or bad should be loaded onto SIMs, under the child's behaviour log.

Behaviour that will result in a consequence being deemed necessary:

- Not completing work (*which according to their ability they should have*).
- Calling out, distracting others, knocking stuff on floor.
- Banned or inappropriate items in school.
- Breaking school equipment or property.
- Leaving classroom without permission.
- Stealing.
- Refusing to carry out reasonable direction.
- Dangerous behaviour (*e.g. throwing furniture*).
- Rude to staff (*not swearing or abusive*), including back chatting, facial or hand/gestures.

- Misbehaviour on way to or from school (*whilst in school uniform*).
- Racism - remarks or name-calling, comments. This is recorded on the pupil's record on the school's database and a log is kept
- Fighting.
- Breaches of health and safety.
- Swearing (direct or indirect)
- Physical violence against another child, visitor or member of staff.
- Bullying, physical, verbal, mental or cyber.
- Intimidation.

*Appropriate sanctions would include:*

- Verbal reprimand or comment to express disappointment.
- Loss of privileges
- Written apology to the victim
- Extra work (*loss of break time/lunchtime or at home*)
- *Community work around school (clearing away, putting equipment out)*
- Payment for equipment broken
- Daily log/report card
- Report to Headteacher/Deputy Headteacher
- Letter to/Meeting with parents
- After School detention in agreement with the parents/carer
- Working away from peer group
- Pupil not to attend trips/visits if it isn't an essential part of the curriculum
- Parent/Carer or other designated adult to sit with child in class
- Kept back after school for 5 minutes.
- Red Room at lunchtime
- Reduced timetable.
- Internal exclusion in the Reflection Room
- Fixed term exclusion, off site provision at Fort Pitt Grammar School.
- Permanent exclusion

In all cases deserving a consequence, the teacher's best judgement should be used. Both sides of any argument must be heard, and witnesses used as appropriate.

In the cases of exclusion, the Government Exclusion Guidelines must be adhered to.

In cases of exclusion, the Headteacher must decide on the **balance of probability** whether the incident took place.

The Health and Safety of staff and other children must be at the forefront of any such decisions made.

Physical restraint is permitted to prevent a child harming themselves or others, or damaging property. (See separate Positive Handling Policy). Staff should avoid injury to the child or themselves. The head, neck, hair or ears should not be used when restraining a child. Physical restraints must be recorded in the physical restraint log book. A Handling Plan may be used for children who have been identified as needing further support and this will be discussed with parents/carers.

At Phoenix Junior Academy we do not allow corporal punishment including slapping, rough handling, pinching, striking or throwing missiles at a child; deprivation of food and drink; use of, or withholding medication; requiring children to wear distinctive or inappropriate clothing; restriction or refusal of visits/communications with parents/guardians; imposition of fines except for reparation; intimate searches beyond clothing are specifically excluded by the Children's Act 2008

In extreme circumstances fixed term exclusions or permanent exclusions (*see below*) may be considered. The Advisory Board have adopted the Local Authority Policy. The Headteacher (*or Deputy Headteacher in their absence*) is the only member of staff authorised to implement an exclusion of a child. Staff should not threaten or be perceived to threaten sanctions or exclusions. It is the responsibility of the Advisory Board to monitor the rate of exclusions.

Detentions of 5 - 10 minutes at the end of the school day may be used for severe problems. Detentions must be reasonable and proportionate to the offence and take account of any special circumstances such as the child's age, Special Educational Needs, or any religious requirements.

A child can be excluded for up to 45 school days in a school year. Provision needs to be made for the child to undertake school work at home and for this to be marked if the exclusion is for more than six days.

If a Student exceeds 15 days Fixed Term Exclusion in Term 1-2, 3-4 or 5-6 then a meeting is to be held with the Advisory Boards (and within 15 days) to consider whether the Advisory Board uphold the exclusion. If the exclusion is upheld the Advisory Board need to consider whether additional support is necessary to aid reintegration.

**A decision to exclude should be taken only:**

- a) in response to serious breaches of this behaviour policy;
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

**The following incidents must be treated as serious and is at risk of a permanent exclusion:**

1. Serious actual or threatened violence against another pupil or member of staff;
2. Sexual abuse;
3. Supplying an illegal drug, including alcohol;
4. Carrying an offensive weapon or using any item to hurt self or someone else.
5. Persistent bullying.

In accordance with the Education and Inspections Act 2006, Section 89 part 1b: *Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.*

Section 89 part 5 : *The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.*

Good discipline is based on mutual trust and respect. It is more effective to reward than punish. Apart from praise other effective rewards are the House point system; stickers; certificates, postcards home, praise from other staff; recognition in assemblies and letters to parents. Individual reward systems are sometimes used to help support pupils with additional needs.

Staff training for all staff is made available as appropriate. Sessions may be for everyone or specific groups of staff.

All behaviour issues will be recorded on the sanction sheets allowing a clear record for each child to be maintained. Depending on the seriousness of the incident, these could be logged on a Pastoral sheet which is kept in a pupil's records, and recorded on the school's database.

Staff will inform the Headteacher (*or Deputy Headteacher in his/her absence*) of any serious behavioural incident, or one which required the use of restraint.

Children will be *taught (in PHSE, health education, drama, discussions etc.)* to tell an adult if they experience problems. Children will be taught how to behave in new or different circumstances.

## SCHOOLS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school behaviour policy - including rules and disciplinary measures.</li> <li>• To expect pupils and parents; co-operation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or put down teachers or other school staff, on or off premises - engaging external support services, including the police, as appropriate.</li> <li>• To request Parents to sign the Home/School Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school behaviour policy.</li> <li>• To establish and communicate clear measures to ensure good order, respect and discipline.</li> <li>• To co-operate and agree appropriate protocols with other school in the local <i>school partnership for behaviour and persistent absence</i>.</li> <li>• To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in school regarding discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils' good behaviour.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li><li>• To make <i>alternative provision from day 6</i> for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed term period exclusion.</li><li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <i>bullying</i> and dealing effectively with reports and complaints about bullying.</li><li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li><li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li><li>• To keep parents informed of their child's behaviour - good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li><li>• To work with other agencies to promote community cohesion and safety.</li><li>• To work alongside Parents to make their children's education effective and enjoyable</li></ul> |
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## PUPILS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• To help monitor, check feedback on and develop the school behaviour policy through the school council.</li> <li>• To be taught in a place that is safe, helps them to learn, is free from disruptions and creates a culture of valuing success, learning and achievement.</li> <li>• To expect action to be taken by the school to stop any violence, threatening behaviour, abuse, bullying or harassment.</li> <li>• To a teacher who plans fun lessons which help them to learn.</li> <li>• To have staff who listen to them and their point of view.</li> <li>• Pupils to sign the Home/School agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way i.e. as an opportunity to learn and grow.</li> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to put down, harm or bully other pupils or staff.</li> <li>• To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>

## PARENTS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• To contribute to the development of the school behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>• To appeal to the Headteacher/Advisory Board, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the Governing Body of the school and then - in cases of permanent exclusion - to an independent appeal panel.</li> <li>• Parents to sign the Home/School Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions by school staff, and follows school rules.</li> <li>• To send their child to school each day punctually, safely clothed, fed, rested and equipped and ready to learn.</li> <li>• To ensure class teacher is aware of any SEN related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• To adhere to the terms of any <i>Parenting Contract or Order</i> relating to their child's behaviour.</li> <li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first 5 days of exclusion and to attend a reintegration interview with the school at the end of a fixed period <i>exclusion</i>.</li> <li>• To work alongside school to make their children's education effective and enjoyable</li> </ul>

# Phoenix Junior Academy

## April 2015

### Behaviour Policy *Summary*

*A respectful learning environment means we:*

- follow all directions
- keep hands, feet and objects to ourselves
- do not call others names, swear or tease

**We do nothing to hurt ourselves and nothing to hurt other people.**

*Good behaviour must be rewarded at all opportunities, using ideas such as:*

- House points (which will be collated by the Year 6 pupils on a Friday for putting towards a House Total)/ Individual class systems.
- Stickers.
- Postcards home.
- Phone calls home.
- Assemblies/public praise.
- Letters home.
- Praise.
- Positive note to pupil.
- Recognition in assembly.
- Eat lunch with teacher.
- Class monitor job / Prefects
- Feedback to parent/carer at the end of the day

#### **Class Wide Rewards**

- Special DVD
- Extra free time in class.
- Special arts or craft project.
- Extra PE time.
- Invite a special visitor to class.
- Picnic.

*Breaking the rules results in consequences:*

<b>First time:</b>	The 'look'
<b>Second time:</b>	Distraction - Class teacher to guide you to participate in work based activity
<b>Third time:</b>	Warning - name placed on sanction sheet
<b>Fourth time:</b>	5 minutes away from group working away from peers within the classroom - second entry on sanction sheet
<b>Fifth time:</b>	Sent to work in another class for the remainder of the session with work, Parents involved.
<b>Sixth time:</b>	Sent to SLT and parents contacted at earliest opportunity.
<b>Severe Clause:</b>	Sent to Headteacher

If a child behaves dangerously, is violent to a child or member of staff or swears at a member of staff or another child (*or anything else of this magnitude*) then the SEVERE CLAUSE may be invoked - sent straight to member of SLT with no warning.

Warnings MUST be recorded to enable children to see how many warnings they have received using the sanction sheet system. This also enables the behaviour of children to be monitored.

Where specific needs have been identified the SENCo will ensure the system takes full account of their needs.

Class teachers and Teaching Assistants will liaise to ensure parity and continuity for the system in their classroom.



## Physical Education Behaviour Policy

- Continuous poor behaviour will result in taking time out of the session to reflect on behaviour, if child still hasn't followed the behaviour policy following the time out, they will be sanctioned to a break time detention with the coaches. If further disruption occurs and the lesson cannot take place smoothly, the child shall be removed from the lesson and dealt with by senior management.
- Sanction time will take place between 11:15-11:30 (break time) or 12.45-1.30(Lunchtime).
- Children will be supplied with a P.E. sanction card that will remind them of their break time sanction.
- Any child that misses their sanction will spend 30 minutes in the red room as well as missing break time the following day with the coaches.
- Coaches will decide on sanction based on problems during lesson time i.e. lining up in silence, writing the rules of behaviour in P.E.
- P.E. sanction sheets will be in place with different behaviour codes that relate to problems in lessons.
- Children without P.E. kit will have 3 formal warnings, the first warning will see a child spend 15 minutes in the red room, the second with result in 30 minutes and the third will result in 45 minutes and a message to senior management. A letter is sent home to remind the parents that PE kits are required in school at all times.
- Children take draft books and write up their problems/issue with behaviour
- Sheet for generic behaviour in lessons

## Phoenix P.E. Reward System

<b>Team Work</b>	Good listener	Motivator	Good communication	Hard worker
<b>Sportsmanship</b>	Fair play	Play by the rules	Accept defeat	Courtesy
<b>Skill Improvement</b>	Willingness to learn	Practice	Striving spirit	Act on feedback
<b>Positive Behaviour</b>	Follow instructions	Good listener	On task	Respect others
<b>Effort</b>	Striving Spirit	Accept feedback	Willingness to learn	Practice