

Phoenix Junior Academy



Behaviour Procedures

To be read with Trust Policy

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Behaviour Procedure

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 towards others at all times in order to promote a happy, caring and relaxed atmosphere. These procedures have implications for all pupils, staff, parents/carers and all other stakeholders.

At Phoenix we embrace a Values Based Education system, which centres on twenty two life values the whole school community has chosen: these include love, compassion, respect, teamwork and honesty.

Good discipline is based on mutual trust, respect and a foundation of good relationships. 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/carers. Individual reward systems may be developed and used to support pupils with additional needs.

The pastoral care of the pupils 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.

We have adopted the **KIND** methodology to ensure that all incidents are properly and fairly dealt with;

K - Knowledge. What may have happened to change the behaviours of the child's/children?

I - Investigate. Ensure a fair and thorough investigation is carried out.

N - Nurture. Demonstrate the values and qualities of our school.

D - Demonstrate. Staff are to model the values throughout.

Within this these points are paramount:-

- Teach pupils to develop self-control, take responsibility and be accountable for their actions.
- Ensure the safety and well being of all pupils, staff and visitors at all times.
- Develop further the ethos of Values Based Education throughout the school.
- Foster a sense of respect for themselves, each other, property and environment.
- Divert pupils from inappropriate behaviour towards appropriate behaviour.
- Curb or divert obsessive behaviour in order to allow learning to take place.
- Teach pupils that actions and choices have consequences.
- Allow pupils to develop and recognise positive abilities and attitudes and reward pupils when they are doing this.

REWARDS

*Positive behaviour **must** be rewarded at every opportunity, using ideas such as:*

- House points (which will be collated by Year 6 pupils on a Thursday for putting towards House Totals). *Each seasonal term the House that collects the most points each term will be rewarded with a whole house activity such as: bowling, film night, etc.*
- Individual class systems.
- Stickers.
- Postcards home.
- Phone calls home.
- 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.

Examples of 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.

Pupils in Year 6 may also be given school-wide responsibilities such as Prefect, Head boy and girl and Sports Captains. Across each year group there will be chances to become Language Ambassadors and children in every class have the opportunity to be a member of our Value Based School Council.

All behaviour, good or bad, should be entered onto SIMs, under the child's behaviour log by all staff. These entries should be signed and dated.

Consequences

When necessary, appropriate consequences are used for unacceptable behaviour. 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. Staff should not threaten or be perceived to threaten sanctions or exclusions.

Behaviour that may result in a consequence may include:

- Not completing work (*which according to ability an individual should be able to*).
- Calling out, distracting others, deliberately knocking items on the floor, constant tapping or other disruption to others' learning.
- Refusing to carry out a reasonable direction.
- Remarks, name-calling or hurtful comments.
- Sexist remarks including homophobic comments.
- Bullying, physical, verbal, mental or cyber.
- Intimidation.
- Leaving classroom without permission.
- Being rude to staff (*not swearing or abusive*), including back chatting, facial or hand/gestures.
- Deliberately or maliciously breaking school equipment or property.
- Fighting
- Stealing.
- Swearing (direct or indirect)
- Physical assault against another pupil, visitor or member of staff.
- Bringing banned or inappropriate items (e.g. weapons, alcohol, drugs) into school.
- Dangerous behaviour (*e.g. throwing furniture, breaches of health and safety*)
- Misbehaviour outside school, which brings the good name of the school into disrepute. Lying to cover up a misdemeanour.
- Racism - This is recorded on the pupil's record on the school's database and is submitted to the LA when requested.

Appropriate consequences may include:

- Verbal reprimand or comment to express disapproval.
- Loss of privileges (break time, lunchtime and school clubs).
- 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 damaged items of property.
- Daily log/report card.
- Sent to Headteacher/Senior Leader.
- Letter to/Meeting with parents.
- After School detention in agreement with the parents/carer.
- Working away from peer group (isolation or internal exclusion).
- Pupil not to attend trips/visits if it is not an essential part of the curriculum.
- Parent/Carer or other designated adult to sit with child in class.
- Being kept back after school for 5 minutes to discuss behaviour and complete work.
- Spending lunchtime in Reflection Room*.
- Reduced timetable (flexi-time agreement) Only the Headteacher can decide this.
- Internal exclusion - off site provision at Fort Pitt Grammar School, The Robert Napier School or Thomas Aveling School
- Fixed term exclusion (only the Headteacher can determine this)
- Permanent exclusion (only the Headteacher can determine this)

In all cases deserving a consequence, the teacher's/Staff's best judgement should be used. Both sides of any argument must be heard, and witnesses used as appropriate. Pastoral forms are to be completed by staff involved and handed to SLT before decision about consequence can be made. Witness statements and pastoral forms should be signed, dated and filed so that they are available for future reference.

In the cases of exclusion, the DfE's Exclusion Guidelines must be adhered to and the Headteacher must decide on the **balance of probability** whether the incident took place.

The Health and Safety and Safeguarding of all pupils and staff must be at the forefront of any such decisions made.

Reflection Room

The Reflection Room will be used for the behaviours detailed below. All other issues will need to be dealt with by the class teacher at break, lunch or after school detentions. If a teacher/staff member feels that a particular incident is serious but it does not appear on the below list the member of staff should refer to SLT for agreement that use of the Reflection Room is appropriate. Fixed time for each incident is also detailed below. Time spent in the Reflection Room is fixed unless it is agreed otherwise with SLT. Protocols for supervision in the Reflection Room are published in the front of the Reflection Book that is in the designated room.

Behaviour	Time
Threats/Violence	45 mins
Extreme class disruption	45 mins
Bullying (Persistent)	45 mins
Spitting	25 mins
Swearing	25 mins

Staff are trained in positive handling to prevent a pupil harming themselves or others, or damaging property (See separate Positive Handling Policy and Procedures). When called upon to physically handle a pupil, 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 developed for a pupil who has been identified as needing further support; this will be discussed with parents/carers. For details of positive handling see the Safeguarding Policy and Procedures.

On occasion it may be necessary to place a pupil on an internal exclusion. This can either be on or off site at one of the other schools within the Trust. Parental permission will be sought before any child is taken to another school.

After school detentions may be issued at the discretion of the head teacher. Parents will be given twenty-four hours notice prior to the detention. On occasions the detention may be carried out on the same day if parents have given their consent.

In extreme circumstances fixed term exclusions or permanent exclusions (*see below*) may be considered. The Headteacher and the Local Governing Board have adopted the DfE's Statutory Guidance (2017) relating to Exclusions.

The Headteacher (*or Executive Headteacher under the guidance of and in consultation with senior staff if the Headteacher is unavailable/not contactable*) is the only member of staff authorised to implement an exclusion of a child. The Local Governing Body will monitor the rate of exclusions.

A pupil can be excluded for up to 45 school days in any school year. Should a pupil exceed 45 days fixed term exclusions then the exclusion will become permanent.

Provision will be made for an excluded child to undertake schoolwork at home and for this to be marked during the first five days of an exclusion. For exclusions of longer than five days alternative provision will be made from the sixth day onwards. It will be the parents' responsibility to transport the pupil to the alternative provision.

If a pupil exceeds 15 days of Fixed Term Exclusions in Terms 1-2, 3-4 or 5-6 then a meeting will be held with the Local Governing Body (within 15 days of receiving notice of the exclusion) to consider whether the Local Governing Body should re-instate the pupil or not.

After a fixed term exclusion, a re-integration meeting will be held between the pupil, parent(s) and a representative of the school. The purpose of such meetings will be to identify strategies and support (including outside agencies) which are needed to reduce the risk of further exclusions. Time-bound targets will be set; these targets will be reviewed, evaluated and, if necessary, changed to offer continued support. If targets have been met and behaviour has improved, this support plan will be closed.

A decision to exclude permanently should be taken only:

- a) In response to a serious breach or persistent breaches of this behaviour policy *and*
- b) Where 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 are likely to result in a permanent exclusion:

1. Serious actual or threatened violence against another pupil or adults within the school;
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.

Every decision to exclude is made after considering all of the evidence available and the individual circumstances of the pupil(s) involved (e.g. any SEND issues; social, emotional, LAC, mental health issues; home situation).

Behaviour Management training for all staff is available as appropriate. Sessions may be for everyone or specific groups.

Depending on the seriousness of the incident, these should be logged on a Pastoral sheet, Receptionist to place on the MIS, this is then kept in a pupil's records.

Staff must inform the Headteacher of any serious behavioural incident, or one that required the use of restraint.

Pupils will be *taught* (in *PHSE, health education, drama, class discussions etc.*) to tell an adult if they experience problems, which might affect behaviour. They will be taught how to behave in new or different circumstances.

Local Governing Body Exclusion Prevention Panel

Should a pupil be at risk of permanent exclusion, the Headteacher may call for the parents and child to attend a meeting with governor representatives. The Governors and Headteacher will advise of possible future consequences of persistent poor behaviour and will put interventions (including use of outside agencies) in place to support the pupil's learning. These interventions will be reviewed regularly and a monitoring report given to the Governors.

SCHOOL

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy - including rules and disciplinary measures. • To expect pupils' and parents' co-operation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupil 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. • 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. • To request Parents to sign the Home/School Agreement (a copy is to be displayed in each classroom). 	<ul style="list-style-type: none"> • To establish and communicate clear measures to ensure good order, respect and discipline. • To co-operate and agree appropriate protocols with other schools <i>for behaviour and persistent absence</i>. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, additional needs, disability or sexual orientation and that it promotes good relations between different communities. • To ensure all staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To actively support, praise and as appropriate reward good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable pupils and offering support as appropriate. • 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 exclusion. • To take all reasonable measures to protect the safety and well being of staff and pupils at all times, including preventing all forms of <i>bullying</i> and dealing effectively with reports and complaints about bullying. • To ensure all staff model good behaviour and never denigrate pupils or colleagues. To understand that all school information is confidential and that all staff have a responsibility not to discuss anything with anyone outside of school. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their pupils behaviour - good as well as bad - use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety. • To work alongside Parents to make their child's education effective and enjoyable.

PUPILS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To help monitor, check feedback on and develop the school behaviour policy through the school council. • 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. • To expect action to be taken by the school to stop any violence, threatening behaviour, abuse, bullying or harassment. • To a teacher who plans fun lessons which help them to learn. • To have staff who listen to them and their point of view. • Pupils to sign the Home/School agreement. 	<ul style="list-style-type: none"> • 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. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to put down, harm or bully other pupils or staff. • To co-operate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

PARENTS

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their child to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated /resolved as necessary. • To appeal to the Headteacher/Local Governing Body, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • 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 Review Panel. • Parents to sign the Home/School Agreement. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff, and follows school rules. • To send their child to school each day punctually, safely clothed, fed, rested and equipped and ready to learn. • 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. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any <i>Parenting Contract or Order</i> relating to their child's behaviour. • 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.

Behaviour Flowchart



