



Policy Name	Pupil Discipline and Behaviour policy
Frequency of review	Annually
Status	Statutory
Reviewed on	February 2021
Reviewed by	Full Governing Body
Next review	February 2022

### **Pupil Discipline and Behaviour Policy (Promoting positive behaviour)**

#### **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 a positive 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.

**“I am the decisive element; my personal approach creates the climate. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can humiliate, humour, hurt or heal.” (Ginott, 1972)**

#### **Rational and Aim**

Our aim is to create a positive learning atmosphere within the school. All pupils have the right to learn in a safe, orderly environment. Children appreciate rules that are linked to their rights and responsibilities. It is easier to discipline when rules are clear, visible and defined as ‘our rules’. Most problems will be dealt with in the classroom. Teachers should use a range of intervention strategies to encourage good behaviour. Extreme behaviour will, of course, short-circuit the following steps and guidelines.

#### **REACH**

Our ultimate aim is for all Ardley Hill Academy pupils to be **respectful** to all, **engaged** fully in their work, **adaptable** in all circumstances, to have the ability to **communicate** using a variety of methods to different audiences and to be **healthy** in mind, body and soul. To aim high and **REACH** their own potential.

### **Classroom Expectations for children**

- Enter the classroom quietly
- Get out your equipment and sit down
- Start the activity, then follow instructions.
- Put up your hand to ask a question.
- Listen carefully to others
- Focus on your learning; keep your hands to yourself.

### **Policy**

The four levels of our policy for cutting short inappropriate behaviour are designed to be progressive. If the strategies within each level are not effective in dealing with the “inappropriate behaviour” then the next level should be used. The guidelines that follow are just that – not laws. If they appear to be inappropriate for your situation then see your Head of Year, they will provide guidance. A visual format (consequence staircase) will be displayed in all teaching rooms and prominent places around the school. In addition the same will occur for the rewards system (rewards staircase).

### **Rewards**

- The school will promote an ethos of rewarding positive behaviour, Classroom Expectations and REACH.
- All staff will follow the agreed procedures for rewards (Stickers, Dojos, Star of the Week, Superstar Learner, Headteacher’s Toastie Treats.)
- Expected behaviour, rewards and consequences will be clearly displayed in each class in a clearly visible form that staff can refer to.
- Children will be reminded frequently about expectations.

### **Procedure**

#### **Level 1: Prevention**

##### **Step 1 : The following will prevent the majority of problems**

Get the year off to a good start – establishing an ethos, expectations at class and year group level, make and publish class rules (keep them few and simple).\_Developing routines for arrival and departure, with a staff presence in corridors.\_Classroom layout – effective use of space, seating plans and access to resources.\_Making sure that the work we ask the children to do is challenging, interesting and achievable\_(matched to their individual needs), this prevents distraction.

##### **Step 2: Useful classroom management strategies**

Thorough lesson preparation, prompt arrival at your lesson, good supervision (walking around your classroom), standing next to the person talking or misbehaving, non-verbal communication and eye-contact, tactical ignoring of minor, irritating behaviour, and use of humour (not sarcasm) to deflate minor incidents. These are general, good teaching habits.

#### **Level 2 : Correction**

If a pupil breaks the class rules then positive correction should follow. Correction should be non-threatening and should focus on addressing the primary behaviour only. Inappropriate behaviour

may be inconsiderate treatment of other pupils or adults, abuse of property, inattention, name-calling or aggression.

1. Rule reminder – positive reinforcement
2. Formal warning – repeat reinforcement
3. Final warning – yellow card issued (recorded on SIMS)
4. Pre removal – cool off time out of class (recorded on SIMS)
5. Removal from class – red card issued

### Step 1: Positive Correction

- Give a clear direction and remind the pupil of the relevant class rule.
- An individual approach where the teacher calmly and quietly gives a clear warning before any punishment takes place. React when you want to, not when the child wants you to.

**Action:** *Praise the pupil if their behaviour immediately improves. Positive encouragement for doing the right thing, an individual approach helps.*

It is appreciated that in some situations more than one warning is not appropriate on the grounds of health & safety. There are also offences that are so serious e.g. swearing, refusal to co-operate, willful defiance, which you may wish to go proceed to Level 3.

### Step 2: Formal Warning

- Repeat the direction or question or re-state the rule.
- Reassert if the pupil is argumentative or direct the pupil to one side.
- Make it clear the behaviour is unacceptable not the pupil.
- Make it clear to the pupil that this is their second warning.

**Action:** Move the child, or sit them on their own, with the reward of moving back if behaviour improves. Talk to the child individually at a suitable point in your lesson.

Make a note in the pupils' diary that you had to issue a second warning. DO NOT send a pupil out of your class on their own.

### Step 3: Final Warning

- Remind pupil of the consequence of not keeping to rule - Give final warning.
- Defer action until after the class if appropriate.
- Issue a yellow (warning) card

**Action:** An appropriate consequence would be to issue record the FW on SIMS, send a copy to the HoKS.

### Step 4: Pre removal

**Action:** You may wish to give a 'time-out', e.g. 10 minutes with another teacher, send the child with another pupil. Do not send a pupil out / leave unattended. Follow-up action, add step 4 to SIMS, consider placing on report/contract. If the pupil continues to misbehave, then proceed to step 5.

### Step 5: Removal

**Action:** Exit the pupil from the classroom (red card). You do not need to tell the offender why you are exiting them. The purpose of the exiting procedure is to remove the pupil from a "no-win" situation and to avoid further confrontation. Pupils may be removed for persistent misbehaviour, but also for 'serious' offences such as open defiance, aggression or swearing.

Option 1 Give the red card to a trusted pupil (messenger) to summon a member of SLT via the

office staff.

**Option 2** If staff are unavailable the messenger will return and ask you to – “send the offending pupil to Room ...” where they will find a senior teacher. Send a trusted pupil with the exited pupil.

### **Level 3: Consequences**

**Action:** The member of SLT will discuss what has happened with the pupil during the lesson.

- The member of SLT will go through their Exit checklist
- All removed pupils will miss the next lesson and take a return to class form to the next 5 lessons and lose free time on the day of the removal.
- The HoKS will send a standard letter home. The pupil will be placed on a ‘report’. All removals will be logged and shared at KS Meetings.

It is very important at this stage that relationships are repaired and rebuilt. The exiting procedure does not resolve the situation nor can senior colleagues “fix” the relationship. Staff should arrange to see the exited child, perhaps with the AHOU, as soon as possible.

### **For repeat offences**

At Level 2 the use of the recording on SIMS can be an effective deterrent for some pupils, however its use also needs to be linked to a progression of consequences:

**Action:** 3 step 4 entries in a half-term, or two step 5 entries – parents invited in to school, to discuss with the class teacher and HoKS.

### **Level 4 : Consequences, Support and Sanctions**

When a pupil presents a more difficult challenge it may be necessary to employ other strategies. At this stage, a copy of this behaviour policy will be sent to the parents.

#### **Step 1 : HoKS/SLT Target Books**

Target Books rely on negotiation between teacher and pupil and perhaps senior teachers and parents. The booklet will be evaluated by all parties as part of the process of achieving behaviour change. At this point we must establish what ‘triggers’ poor behaviour and what the challenging behaviour is. The pupil needs to be aware of the consequences of their actions and what will happen if they do not succeed in reaching their targets. Pupils refusing to attend Curriculum Support will receive a letter home and target book consideration.

Green – class teacher

Amber – HoKS

Red – SLT

Action: Failure to meet their targets results in an Internal exclusion or Pastoral support programme.

#### **Step 2: Internal Exclusion**

This gives a clear signal to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes isolation during break / lunch times. Reinstatement will include a behaviour contract after a period of internal exclusion.

Action: There will be a referral to Governors and perhaps a referral to police / social services CAF referral. This sanction will involve being removed from class and working next to the Head’s or Deputy Head’s office. Single Agency Request (SAR), Team around the child meeting (TAC)

**Step 3: Counselling and Pastoral Support Programmes**

Teachers are able to apply a range of counselling skills to help modify a child's behaviour or to re-establish a working relationship. This may be undertaken with the class teacher, a mentor chosen by the pupil, HoKS/Outside support

Action: Invite parents and LA support in to set up a Pastoral Support Programme. It is important to recognise the point at which a referral to a professional may be appropriate.

**Step 4: Temporary or Permanent Exclusion**

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations.

**Action:** Referral to appropriate alternative provision.

Fixed Term exclusion, notifying parents, and Governors / LEA if greater than 5 days.

**Re-admission contract and pastoral support programme to follow.**

Permanent Exclusion (subject to appeal)

**Monitoring and Evaluation**

The local approving body will monitor and evaluate the policy.

**Recording and Evaluating**

Behaviour incidents at step 3 and above are recorded directly onto SIMS by the member of staff involved (3/4 class teacher, 5 SLT member). The results of these incidences are monitored by Senior Leadership and reported to the Governors on a termly basis.

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.

**Implementation and Review**

This policy will be made known to all staff, parents/carers and governors and published on the academies websites. Copies are also available upon request from the academy office. This policy will be reviewed every two years or as required.

**Author and Date**

Drafted by Steve Fox February 2021