

## **Behaviour and Exclusion Policy (updated December 2021)**

### **What does this policy aim to do?**

- To develop a whole school behaviour policy supported and followed by all the school community, parents, carers, teachers, children and governors based on a sense of community and shared values
- To acknowledge that children are individuals. They are entitled to an education that will meet their needs and help them fulfil their potential. We provide a broad and balanced curriculum, in a happy secure environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills so they can make full use of further opportunities successfully
- To ensure that all children should acquire a love of learning; have a positive attitude towards responsible behaviour, encourage self-discipline and enable them to develop a respect for themselves and other members of society
- To raise and maintain the children's self-esteem so they leave us as confident, articulate and self-disciplined individuals
- To ensure that all children benefit from this policy, including those with special educational needs

At Goosewell Academy, all children are encouraged to show respect and consideration for themselves, for others and for property. We believe that good behaviour is the hallmark of a good school.

### **All members of the school community follow the whole school rules:**

- *We do our best*
- *We listen and pay attention*
- *We are polite and respectful*
- *We work as a team*

### **Whole School Rewards and Sanctions**

The emphasis of the Academy is on reward and praise which should be given whenever possible for both work and behaviour.

Children from Reception to Year 6 are rewarded through an online learning platform: 'Class Dojo'. Points are awarded for demonstrating positive learning behaviours represented through the visible learning attributes: independence, challenge, reflectiveness, taking risks, perseverance and taking ownership.

Golden Dojo points are also awarded to children who are seen to follow the school rules. All of these 'Dojo points' contribute directly towards house points. Golden Dojo points are also awarded by MTAs to children who display good lunch and break time behaviours.

Each class teacher uses their own in class reward system such as stickers and verbal praise etc.

The pupils must be aware of the rewards system that is in place and the consequences, which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. Our system is flexible to take account of individual circumstances.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence. Pupils for whom this approach is not appropriate, will have a personal behaviour plan detailing alternative rewards and sanctions.

Incidents to be recorded on CPOMS (internal log) and reviewed regularly by members of the Senior Leadership Team.

### **Celebration Assembly**

The class with highest percentage of attendance in each phase is celebrated weekly.

Dojos convert to house points and each week the winning house is announced in celebration assembly. The winning house for the term will receive a whole school reward. This might include a movie in the hall, extra playtime etc.

Each phase has a reader, writer and mathematician of the week where the children receive individual certificates and awards.

The Rise to Greatness award is given out each week to a child for demonstrating the values of the school.

### **Visible warning systems: Reception & KS1**

- Names all start the day on green – *this is the expected level of behaviour.*
- Can move up to the 'gold star' resulting in a Golden Dojo point.
- Can move down to amber for a warning and then to the red if behaviour does not improve.

### **Visible warning systems KS2**

- Names all start the day on green – *this is the expected level of behaviour.*
- Can move down to amber, warning in class to be determined by the teacher.
- Can move down to red.

*\*In the event of severe unacceptable behaviour that seriously breaches the School's Behaviour Policy, a child may move straight to a Red.*

### **Being on red**

Once a child has had their name moved to red, the member of staff will record the reasons on CPOMS (internal log). This will also trigger the class teacher to have contact with parents explaining the reason for the move to red.

If a child is moved to red three times over a short period of time, this will then lead to the child receiving a class exclusion. The call home will be made by the phase leader and the child will spend an agreed amount of time in another class within their phase (see section on exclusions).

If a child repeats these steps for a second time, then there will be a meeting with the SENDCO, phase leader, class teacher and parents / carers to write a personal behaviour plan.

**Please note** some children will fall outside of the normal behaviour policy and will have separate plans in place.

### **Behaviour during lunch time**

The same standards of behaviour will continue to apply to children at lunch times. To address any negative behaviour, children will be sent to a 'Time Out Zone' which is a designated area of the playground within each phase area for a short period of time. Repeated negative behaviour will be logged on CPOMS by MTA staff and class teachers will be notified.

### **Personal Behaviour Plan**

When parents are invited into the school to discuss a child's behaviour, it may be appropriate to agree a personal behaviour plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour continues.

### **Bullying**

Goosewell Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend our Academy free from fear (See Anti-Bullying Policy for further information).

### **Parental involvement**

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. Goosewell Academy welcomes the interest and close involvement of parents and we expect that parents will support the agreed behaviour policy.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures. On rare occasions, this may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

### **Dealing with serious incidents**

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements.
- Statutory powers to discipline pupils who behave badly on the way to and from the Academy bringing it into disrepute.

- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff. The Headteacher has a duty of care to all pupils and staff, and this behaviour policy takes appropriate account of the health and safety of all children and adults in the school.

### **Exclusions**

In the event of severe unacceptable behaviour that seriously breaches the school's behaviour policy, the pupil may be subject to:

- A class exclusion for part or whole days. This means the pupil is removed from their normal classroom environment and placed in an alternative classroom within their phase or supervised by a member of the Senior Leadership Team.
- Placed on a reduced timetable for up to six weeks following the Plymouth City Councils' statutory procedures.

### **Fixed-term and permanent exclusions**

Only the Headteacher has the power to exclude a child from the Academy. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. Before taking such a step, they will have taken advice from the Governors, Reach South Board, the Education Welfare Service, Plymouth Psychological Service or the school medical officer and any other relevant professionals. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governors. The Academy informs the parents how to make any such appeal. The Headteacher informs the Local Authority (LA) and the Governors about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Governors cannot either exclude a child or extend the exclusion period made by the Headteacher. A child may be excluded from school by the Headteacher for a number of reasons and for anything from a half-day to permanently. Goosewell Academy will adhere to the guidance 'Exclusion from maintained schools, Academies and pupil referral units in England Sept 2012' which relates to:

- The Education Act 2002, as amended by the Education Act 2011.
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- Section 89 of The Education and Inspections Act 2006.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

### **Fixed Term Exclusions**

If a child's behaviour shows no improvement after all available options to the Academy have been used and all the above procedures followed, then a child will be excluded for a fixed term. This can be for one day or up to five days.

Other reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's 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.
- Persistent bullying.
- Racist abuse.
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

### **Permanent Exclusion**

Permanent exclusions will only be used as a last resort, in response to:

- A serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Serious breaches that may lead to permanent exclusion include persistent long-term defiant behaviour, threatened or actual physical assaults, sexual abuse, supplying illegal drugs or carrying an offensive weapon.

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude we will ensure that:

- A thorough investigation has been carried out.
- The child being considered for exclusion has been encouraged to give their version of events.
- Consideration is given to whether the incident may have been provoked, for example by bullying or by racial harassment.
- A written record of actions taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- An exclusion is only made where the evidence shows that the child was responsible for the incident.

### **Monitoring**

The Headteacher will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Governors on the effectiveness of the policy and if necessary, make recommendations for further improvements.

**To be reviewed annually.**