

WALTON HALL ACADEMY

POSITIVE BEHAVIOUR POLICY

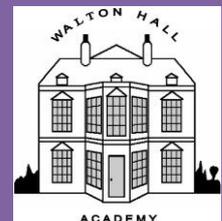
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Walton Hall Academy Positive Behaviour Policy

At Walton Hall Academy we believe that all students have the right to the best possible education to enable them to reach their full potential – an education met within a positive environment, which sets high standards in behaviour and tolerance. Most importantly, they have the right to be safe and happy in their educational setting.

We believe the development of self-esteem is fundamental in all we deliver across the curriculum. We have high levels of expectation in all areas – in work, in behaviour and in attitude. We wish all students to experience the positive aspects of learning, of social and emotional development and of moral and spiritual growth.

Aims and expectations:

- To encourage a calm, purposeful and happy atmosphere within the academy;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each student learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise student's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help students, staff and parents have a sense of direction and a feeling of common purpose.
- To develop strategies collaboratively with staff to manage behaviours in the classroom.

This policy reflects the requirements of section 89(1) (a to e) of the Education and Inspections Act 2006 as well as sections 110 and 111 of the schools Standards and Framework Act 1998

Teaching Positive Behaviour

At Walton Hall we believe that positive behaviour stems from learning core skills:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-control
- Fairness

- Co operation with adults
- Collaboration with other students
- Empathy

Staff Responsibility

We believe that all staff at the academy have a responsibility to actively help students develop these core skills by ensuring clear understanding of expectations and consequences through:

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for student behaviour
- Showing empathy and understanding of all students
- Showing respect and understanding to everyone in the academy community
- Using positive consequences to encourage the learning of appropriate behaviour
- Using negative consequences to discourage the learning of inappropriate behaviour
- Reinforcement across all subjects, within class groups and weekly assemblies.
- Working collaboratively with the Behaviour Support Officer to establish strategies.

Role of Behavioural Support Officer

The academy has a dedicated Behavioural Support Officer who is responsible for behaviour support and interventions under the direction of the Senior Leadership Team. Students are able to access personalised courses on management of specific behavioural issues. The SLT and Behaviour Support Officer track the effectiveness of behaviour management and interventions across the academy using records from SIMS data.

Rewarding Good Behaviour

The school rewards positive behaviour. This positive behaviour policy is designed to promote good behaviour, rather than merely deterring anti-social behaviour. We distribute certificates and awards to students every week either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in the academy or wider community

Dealing with Inappropriate Behaviour

In dealing with inappropriate behaviour, we seek to help students make “the right choices” and in so doing, change their behaviour and attitudes over time. The safety of students is paramount in all situations. If a student’s behaviour endangers the safety of others, the class teacher has the right to stop the activity and prevent the student from taking part in the rest of that session.

If a student threatens, hurts or bullies another, then we would also follow the procedures detailed in the **Anti Bullying Policy**. Any allegations of bullying are reported to the Senior Leadership and safeguarding teams.

Sanctions

The academy, with the authority of the Academy Governing Body, employs a number of sanctions to ensure a cooperative, safe and positive learning environment. To ensure reasonable adjustments are in place to respond to the needs of students with a range of differing learning needs, each sanction is deployed appropriately to each individual situation.

If a student misbehaves in class, the class teacher deals with incidents him/herself in the normal manner. Inappropriate behaviour is recorded on an incident sheet which is passed to the Behaviour Support Officer and SLT. This in turn is entered onto Sims system. If undesirable behaviour continues, direct input from the behaviour manager may be requested, to develop and implement strategies. If misbehaviour continues despite input from the class teacher and the behaviour manager, or if the behaviour is deemed serious enough, advice and support is available from the Principal or Vice Principal. Behaviour records are important here, as they constitute the evidence that allow us to monitor the effectiveness of behavioural interventions and support strategies.

Examples of sanctions used include:

- The class teacher may also contact a parent or carer if there are concerns about the behaviour or welfare of a student.
- If a student is disruptive in class, they may be isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This is called "Time Out" and normally takes place in our student support room under the supervision of the Behaviour Support Officer or a teaching assistant.
- If behaviour is persistently poor or serious in nature, the Behavioural Support Officer is informed and will work with staff and student to remediate the situation where possible and to suggest alternative strategies which may be used.
- Detentions over break and lunchtimes may be used as a sanction if behaviour is persistently poor.
- For serious transgressions of school rules internal exclusion for a fixed period of time may apply eg behaviour that is threatening or harmful to others.
- For the most serious transgressions a student may face permanent exclusion ie involving harm of another student/ staff, serious damage to property, or other persistent behaviour deemed to be detrimental to the welfare of self or others.
- An agreed 'safe place' may be identified for specific students to go to when they need time to 'cool off': safe places are agreed with individuals and named in their IBP. They would usually be PAC office, AC Office, JW Office, Student support room, Ks3 library.
- An agreed 'person' may be identified in an IBP who a student can go to if they need to 'cool off'. This would be a member of the school or residential staff.

Physical Intervention

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the *Education and Inspections Act 2006*. Staff only intervene physically to restrain students if they consider it necessary to prevent personal injury to another, or if a student is in danger of injuring him/herself or putting him/herself in a position of danger, or prejudicing the maintenance of good order and discipline at the academy, whether during a teaching session or otherwise. The actions that we take are in line with government and Local Authority guidelines on the restraint of children. If RPI (Restrictive Physical Intervention) is used then this will be communicated to parents and the incident will be recorded in line with aforementioned guidance. All staff receive appropriate training and refresher courses in SCIP Proact (Strategies for Crisis Intervention and Prevention). See use of physical intervention and support policy.

Individual Behaviour Plans

Students who frequently exhibit behaviour which may challenge have an individual behaviour plan that sets out likely antecedents and successful strategies for management. The IBP is a working document that is reviewed on a termly basis and modified when required.

Consented Search (See specific policy)

Confiscating items that are not allowed in school.

Items such as mobile phones, i-pods, cameras and other personal music equipment that can cause distraction and/ or annoyance to other students, may be confiscated and returned at the end of the school day. Items such as chewing gum may be disposed of. Cigarettes and lighters will not be returned to students but may be collected by parents/ carers by prior arrangement with the office.

Exclusion

The Principal monitors all reported serious incidents and has the authority to give fixed-term exclusions to individual pupils if:

- they have seriously broken academy rules
- allowing them to stay in the academy would seriously harm their education or welfare, or the education or welfare of other students

However:

- No student can be given fixed period (non-permanent) exclusions which total more than 45 school days in any one school year
- If a student is excluded for longer than five school days, the academy will set work for them and mark it

If a fixed term exclusion is deemed necessary by the Principal, the academy will contact parents by phone and follow this with a letter that includes information on:

- the period and reason for exclusion

- a parent's duty to ensure that during the first five days of any exclusion their child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the academy that apply from the sixth day of the exclusion

Permanent exclusions

We will usually only permanently exclude a student as a last resort, after trying to improve behaviour through other means. However, there are exceptional circumstances in which the Principal may decide to permanently exclude a pupil for a 'one-off' offence. If the student has been permanently excluded, parents should be aware that:

- the Academy Governing Body is required to review the Principal 's decision and parents may meet with them to explain their views on the exclusion
- if the Academy Governing Body confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

The Principal informs the LA (Local Authority) and the Chair of the Academy Governing Body and SET CEO about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Parents must ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the academy or local authority may ask them to sign a parenting contract, may issue a financial penalty or the local authority may prosecute them.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the academy or local authority applies for one.

The Principal and the Academy Governing Body have a right to take action against individuals who bring the good name of Walton Hall Academy into disrepute by their inappropriate behaviour or activities either within, or outside of the academy.

Departmental for Education advice Updated: 26 April 2012 States the following:

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The role of Parents/Carers

Parents/Carers are asked to work in partnership with the academy in order that students receive consistent messages from home and the academy about acceptable behaviours. We try to build a supportive dialogue between the home and the academy, and we inform parents if we have concerns about their child's welfare or behaviour.

Where this is successful, students tend to be happier in at the academy because they know what is expected of them.

We share our academy rules and the behaviour code on the school website and to students and parents during transition visits. We ask parents to support these through our home / academy partnership agreement.

If Parents/Carers have any concern about the way their child has been treated, they should initially contact the class teacher. If this does not resolve the issue, then the Principal or Deputy Principal or behaviour manager may be consulted. If subsequently, parents believe that discussions with the Principal have failed to resolve matters, they will be referred to Local Authority guidance explaining the official complaints procedure.

The role of the Academy Governing Body

The Academy Governing Body has a legal duty under the 2010 Equality Act in approving these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Academy Governing Body supports the Principal in carrying out these guidelines.

If necessary, the Academy Governing Body will convene a discipline committee made up of between three and five members or co-opted members which considers any exclusion appeals on behalf of those appealing. When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Academy Governing Body appeals panel decides that a student should be reinstated, the Principal must comply with this ruling.

The Principal has the day-to-day authority to implement the academy behaviour and discipline policy, but the Academy Governing Body may give advice to the Principal about particular disciplinary issues. The Principal will take this into account when making decisions about matters of behaviour.

The Chair of the Academy Governing Body can be contacted through the academy.

Allegations of abuse against staff

Allegations of abuse against staff are taken very seriously and must be reported to the Principal or Vice Principal immediately either in the form of a written incident sheet or verbally if this is more appropriate. The academy will then ensure they deal with allegations quickly, in line with academy policy, in a fair and consistent way that provides

effective protection for the student and supports the person who is the subject of the allegation.

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may become necessary, based on an assessment of risk.

In cases where the Principal is the subject of the allegation or concern, reports should be made to Chair of the Academy Governing Body. Contact should be made immediately with the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Contact details are as follows:

Julie Astall – telephone 01785 278958

Malicious Allegations against Staff

It is important that allegations which may appear to be malicious in nature, are investigated thoroughly and without prejudice. The allegation may be due to a range of reasons and could, in reality, be a cry for help. If this is found to be the case then all appropriate and available support systems will be accessed for the well being of the student. It is important that the teacher involved, should also receive all necessary after-care, with access to counselling and support as required as this experience can, understandably, have devastating and long lasting effects on the individual concerned.

The statutory guidance from the Department for Education updated 26 April 2012 is as follows:

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the head teacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Allegations that are found to have been malicious after a full investigation will be classified as a highest level offence (see tier of behaviours and sanctions). Parents will be informed in all cases and the academy will therefore consider an appropriate sanction, which could include a fixed period of behaviour support and monitoring following reparation with the staff member concerned wherever possible; or temporary exclusion within the academy or at home; or a permanent exclusion, as well as referral to the police, if there are grounds for believing that a criminal offence may have been committed.

Malicious allegations should be removed from the personnel records of the member of staff involved and should not be referred to, in employer references. As above, all appropriate support and aftercare should be given to the staff member involved.

Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. The Principal also reports to the Academy Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The academy keeps a record of incidents of misbehaviour via a reporting form to the Behaviour Officer and Senior Leadership Team. The Academy Office keeps a record of incidents on the SIMS system where a student is referred to the Principal or Deputy Principal on account of bad behaviour.

The academy keeps a record of any student who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Academy Governing Body to monitor the rate of exclusions, and to ensure that the Positive Behaviour Policy is administered fairly and consistently.

This policy is linked to other Walton Hall Academy policies such as Equality and Diversity Policy, Anti Bullying Policy and Consented Search Policy. These can be obtained by request from the academy office.

The academy has used *The Statutory Guidance from the Department for Education updated 26 April 2012* in producing this policy.

Review

The Academy Governing Body reviews this policy every two years. They may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Reviewed: June 2015

Ratified by Academy Governing Body: Date: 9th November 2015

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