

# Behaviour Policy

## Meir Heath Academy



<b>Approved by</b>	Mr J Spencer (Chair of Governors)	<b>Date</b> January 2020
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<b>Written by</b>	Melanie Southern
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<b>Review</b>	2022
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## **Aim of the Policy**

Central to our daily practice at Meir Heath Academy is the aim to provide not only for the intellectual and physical development of our pupils but also to teach, encourage and embed the behavioural skills and attitudes necessary for education and the world beyond school. This aim is implicit in all that we do and permeates all aspects of school life.

In our school, we want to:

- Create a secure and orderly environment in which effective learning can take place.
- Create a school where there is mutual respect between adults and children, between all adults concerned with our school and between the children themselves.
- Develop a sense of self-discipline, fair play, and responsibility for our actions.

**Good behaviour is essential where teachers have the right to teach and pupils have the right to learn. We know that children learn best when they know what to expect.**

### **Philosophy of the behaviour policy at Meir Heath Academy**

At Meir Heath, we believe that part of our role, in partnership with the home, is to help pupils to understand what is right and wrong, to respect the truth, people and property, to make reasonable judgements on moral issues, to show concern for how their actions affect others and always

respecting other's needs, interests and feelings.

At Meir Heath Academy, supporting the behaviour policy means that we encourage tolerance, encourage critical, self-reflective thinking, and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world.

We expect all who are connected with the school to:

- Use good manners and treat each other politely at all times
- Work to the best of their ability and allow others to do the same
- Not to hurt each other with words or actions
- Be kind and considerate
- Tell the truth
- Listen at the appropriate times
- Walk and talk appropriately, calmly and quietly around the school
- Look after their own and other people's property at all times

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

### **The staff role in maintaining good behaviour:**

We expect **all** staff to:

- Teach what good behaviour means
- Treat our children with courtesy, consideration and respect at all times
- Provide a stimulating school environment with challenges appropriate to the needs of the child in order to motivate them
- Have high but realistic expectations of the children in learning time and at playtimes
- Treat everyone with care.
- Encourage the children to move about the school in an orderly manner
- Follow up parental concerns quickly
- Respond to good behaviour with praise and encouragement
- Support the agreed code of conduct

### **The children's role in maintaining good behaviour**

We expect **all** children to:

- Learn what good behaviour means
- Try their best in learning time and playtime and allow others to do the same
- Develop self-discipline
- Learn the value of friendship and the importance of caring for others
- To contribute to and follow the agreed code of conduct
- To treat everyone in school with courtesy, consideration and respect at all times
- To use language which is respectful to all.

### **The Parent's role in maintaining good behaviour**

We expect **all** parents to:

- Work in a partnership with the school
- Reinforce self-discipline and our standards of behaviour
- Attend family conferences to discuss your child's progress
- Ensure your child attends regularly and punctually, giving reasons for absence
- Keep us informed of anything that may affect your child
- To treat everyone in school with courtesy, consideration and respect at all times
- Support the agreed code of conduct
- Help us to improve the standards across the school by giving your views.

### **The Governor's role**

We expect **all** governors to:

- Concern themselves with the promotion of good behaviour within the school
- Try, as far as possible, to ensure that the appropriate resources are available for this
- Support the agreed code of conduct

## Responding to inappropriate behaviour

Where there is an incidence of inappropriate behaviour, in school we help the situation by using our agreed strategies: <b>Use specific praise</b>	Well done you used good manners Well done you have used a subordinate clause Well done you have segmented well today
<b>Make the ordinary extraordinary</b>	Praise the everyday things Use a lot of praise for small events/normal behaviours
<b>Recognise good behaviour</b>	Reward good behaviour
<b>Set clear boundaries and routines</b>	Take time to train children in classroom routines - then expect it
<b>Bribes</b>	<b>Use rewards/ bribery!</b> Must be desirable and specific. Always make the carrot bigger than the stick – pupils generally want to please
<b>KISS</b>	<b>keep it short and sweet</b>
<b>Phone home</b>	<b>A phone call home</b> to a parent for <b>praise</b> is far more worth more than a 1,000 negative calls
<b>Non-verbal strategies</b> (give non-verbal instructions and thumbs up for compliance)	Maintains your calm Doesn't draw attention to the child Maintains respect for you Doesn't disrupt the class Children can't answer back to a verbal cue (eg put up hand for quiet etc - need to train children what non-verbal cues mean)
<b>PIP and RIP</b>	Praise in public Reprimand in private
<b>If child not on task/doing the wrong thing</b>	i.e. pupil twanging ruler – “You alright there?” When pupil engages thank them for the action - “Thank you for using your ruler properly” This makes clear your expectations but uses good manners, low noise level etc  <b>AVOID</b> asking <b>WHY</b> (why are you twanging your ruler?) Use <b>non-confrontational techniques</b> : “Is everything alright there___?” for unfocussed pupils. “How can I help you___?” for pupils off task. Using child's name
<b>Make a relationship with every child</b>	Show an interest, use your interpersonal skills, give time, engage, use the child's name
<b>Always meet, greet and correct at the door as pupils enter/ leave:</b>	Brings positivity early, as well as the first chance to stamp out untidy uniform, etc “Excellent uniform___”; Great to see you today_____”; “Good start_”; Using child's name
<b>Ignore bad behaviour and focus on good behaviour:</b>	“Thank you___for being ready to listen”; “Thank you _ for looking this way”;
<b>For instances of language or behaviour deemed to be inappropriate (eg sexual, racial etc).</b>	Child to be removed from their own class and educated in another year group.

Where a child does not achieve good behaviour following the normal school code of conduct then additional strategies will be used to create a personalised programme for particular pupils; this may involve:

- Daily support from TA or teacher
- “Meet and Greet”
- Personal behaviour success charts and associated rewards
- Engagement of parents
- Referral to behaviour team in LA
- Lunchtime rota of adult led activities (where playground difficulties)
- Engaging with other agencies where appropriate
- Support of Ed psychologist

## **Celebrating Good Behaviour**

We believe that it is more effective to seek out good behaviour and to celebrate it.

The code of conduct rewards pupils who display appropriate behaviour consistently. In addition to the code of conduct, we:

- promote good behaviour by actively seeking out the correct responses and publicly or privately giving praise
- award Dojos
- send a child to the head for a head teacher’s award
- give stickers
- send home letters
- Telephone parents or talk to them after school to share good news

In summary, we expect all children to “Aim High” in their behaviour and in their learning so that Meir Heath is a pleasant and happy place for everyone.

See Appendix 1 for Meir Heath Academy code of conduct  
See Appendix 2 for Exclusion Policy

## Appendix 1

**Meir Heath Academy Code of Conduct Behaviour at Meir Heath is excellent and the vast majority of pupils receive rewards rather than sanctions.**

### Rewards

- When a child impresses an adult with good learning, good behaviour, a good attitude, care for others, good manners etc. then they will be awarded a “Dojo” which will either be entered directly into an on-line record system or onto a class chart to be entered later (for instance if it will spoil the flow of the lesson, if someone other than the class teacher or TA awards the Dojo etc.). The Dojo should be seen as having a high value and therefore staff will not award multiple Dojos for one event. The behaviour should be even better than expected as we expect all of the children, particularly the juniors, to do the right thing all of the time.
- When a child has been awarded 20 Dojos they can be exchanged for a “reward” from the agreed class reward “shopping list”. The awards will not have a monetary value but will have a worth to the children in that class. The reward may be something like wearing slippers for the day, bringing in a toy from home for playtime (as suggested by the children). Each class will decide together what they wish to include on their “shopping list”.
- To monitor dojos we track the progress of each child each half term.

### Sanctions

- When a child has broken a rule, the child’s name will be recorded on a “think” board and told which rules they need to consider (the child will not have any sanctions at this point - it is merely a warning to “get back on track”). For older children or for a more serious event the child may immediately have a sanction - this will be dependent on the child’s age and the seriousness of the event – all of the children know how to behave in school and the juniors have had lots of time and lots of opportunities to practice; we must have high expectations that older children are ready for work, know how to use manners etc. as we prepare them for the “real world”.
- The Sanctions are a progressive loss of playtime/lunchtime – 2 minutes, 5 minutes, 7 minutes or 10 minutes. If a child misbehaves twice then this would result in 2 minutes and 5 minutes loss of playtime or lunchtime. The teacher will discuss the child’s behaviour with them and during the sanction time the child may be expected to sit in silence, or complete a task given by the teacher such as writing a letter of apology or writing what they did wrong, what they should have done, and what they will do next time – this will be age and ability appropriate. If the sanction takes place during lunchtime the child will spend the time with the Principal.
- A playtime sanction will be immediate rather than going through the stages if a child causes deliberate, significant harm such as hitting or bullying another child or causes persistent disruption to learning through calling out etc. The parent of any child who reaches a ten minute sanction, either through one act or through a series of events, will be informed by telephone by the class teacher or in more serious circumstances the Headteacher.
- If a child reaches a 10 minute or playtime sanction several times within a half term then the parent will be contacted to arrange a meeting between the Headteacher, the class teacher, the parent and the child to discuss how behaviour can be improved, any support required and to make expectations clear to the child from home and school.
- If a child’s behaviour goes beyond the 10 minute sanction then other sanctions will be applied such as the child working with another class or an adult for a period of time, a child being “secluded” - working away from other children and missing breaks for a half day, a whole day or series of days depending upon the severity of the actions. For children in Upper Key Stage 2 (Y5 and Y6): Following reaching a ten minute sanction<sup>1</sup>. The child sent to another class for 15 mins for reflection and calm

down time 2. If the child immediately resumes inappropriate behaviour, then the child returns to the other class for the rest of the morning or afternoon session with work to complete (expectation that work will be completed or to be completed at home) – parent to be informed by class teacher 3. If the child immediately resumes inappropriate behaviour during the afternoon session, having spent the morning in another class, then the child will return to the other class for the rest of the day with work to complete ( expectation that work will be completed or to be completed at home) – the parent will be informed by class teacher 4. If this happens three times then parents will be called into school for a meeting with the class teacher and Headteacher

- If necessary, a child will be excluded from the school on a temporary or permanent basis where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This process would follow the guidance of the DfE document “Exclusion from maintained schools, Academies and pupil referral units in England”.

We don't take any of the sanctions lightly, particularly the latter stages; however, very, very few children reach this stage and we must always bear in mind the rights of the other children and the staff to teach and learn and be safe.

## Offensive Weapons

Bladed/Sharply Pointed and other Weapons

This notification is intended to update schools on current Police/Home Office advice relating to incidents where bladed or sharply pointed articles, or any other offensive weapons, are found in the possession of pupils at school.

What is an Offensive Weapon?

An Offensive Weapon is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (S1 Prevention of Crime Act 1953)

As such there are three main categories of article to consider:

- a. “Made” – Any article created specifically for causing injury e.g. knuckle duster
- b. “Adapted” – Any article modified in order that it can cause injury e.g. ruler with razor blade attached
- c. “Intended” – Any article an individual intends to use to cause harm e.g. hammer / knife

Persons are prohibited from having with them in a public place any article which has a blade or is sharply pointed. This prohibition has been extended to cover school premises under Section 139A of the same Act.

In addition to prohibited articles as defined by the law, schools may also ban any other item, for example mobile telephones, provided that it is detailed under the school rules or “behaviour policy”, which should be communicated to parents/guardians and pupils.

Reporting incidents to Police

Recent guidance from the Home Office has determined that possession of knives and other offensive weapons within a school should not be dealt with under the Schools Protocol and National Crime Recording Standards (NCRS) as has previously been the case.

**In all cases where possession of a knife or other offensive weapon occurs within school, a crime will be recorded by police and investigation carried out. The offence should no longer be dealt with purely under school rules, policies and procedures**

**Schools should report all cases where pupils are found to have knives in their possession to the Police, ideally a Safer Schools Officer if available, to ensure that any offences are investigated fully.**

For further DfE guidance, please see the following links:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## **Meir Heath Academy Rules**

We have kept the rules very simple - the information in the right hand boxes are just examples of what we expect and should not be seen as an exhaustive list. The class rule will be decided upon as needed within each class – perhaps using good manners, or being ready to listen. It may be a short term rule so that once the children reach the required standard to class will move onto something else.

<b>Rules</b>	<b>Examples of expectations</b>
<b>Learning rule</b>	follow instructions the first time, hands up, quiet voices, listen carefully, take turns to speak, use an appropriate working noise, try your best, get attention the correct way, share and cooperate with others, don't distract yourself or others, concentrate, use equipment safely, be prompt after play
<b>Treatment Rule</b>	Use manners with everyone, show respect to everyone, don't use hurtful language or actions, try to resolve problems with or without adult help
<b>Movement Rule</b>	Always walk between lessons, to and from assembly etc, always walk inside school or along corridors, always use a quiet voice inside the school buildings
<b>Class Rule</b>	

## Appendix 2

# Exclusion Policy

## Meir Heath Academy



**Approved by**

Julian Spencer

Date July 2018

**Written by**

Melanie Southern

**Review Date**

2020

## **Rationale**

This document deals with the policy and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims; to ensure the safety and well-being of all members of the school community and to maintain an appropriate educational and happy environment in which all can learn and succeed.

## **Introduction**

Introduction

Only the Principal/Head of School (or in the absence of the Principal the Assistant Principal if required) of Meir Heath Academy can take the decision to exclude a pupil. Before any decision to exclude a pupil is made, witness statements from all parties will be gathered and recorded in the teacher's Welfare Files.

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a **serious breach** of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **The law allows for two types of exclusion:**

### **Fixed period exclusions**

If a pupil has seriously broken school rules or allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils, they may be excluded for a fixed period of time (usually for one to five days), with a date set of when they can return to school.

Examples of this behaviour may include:

- Verbal and/or physical abuse to staff, pupils and/or members of the school community
- Indecent behaviour
- Damage to property
- Theft
- Threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful.
- Bringing in an offensive weapon e.g. bladed/sharply pointed and other weapons

A pupil may be excluded for one or more fixed periods, up to a maximum of 45 days in a single academic year. For a fixed period exclusion of more than 5 school days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents. Where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. If a parent or carer wishes to discuss this letter with the /Head of School or a member of the Senior Leadership Team, they are welcome to make such an appointment via the school office.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Principal/Head of School or a member of the Senior Leadership Team and other staff where appropriate.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. If necessary, a series of fixed term exclusions can be made to allow time for all options to be explored and for an emergency review to be arranged. Only after all parties have agreed that all options have been discussed and exhausted, will the Principal/Head of School (or in the absence of the Principal the Assistant Principal) take the decision to exclude permanently.

There are two instances where permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent, repeated and defiant misbehaviour as listed in the examples in the above 'fixed period' section.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. Such an offence might include a serious act of physical violence against a member of staff, pupil or member of the school community or bringing in a sharply pointed or bladed weapon with intent.

If the school feels that police involvement is necessary for specific and serious offences, this will be considered by the Principal/Head of School and all parties involved. Parents or carers will be notified of the exclusion immediately and will receive further details of reasons for the exclusion in writing.

### **Discipline and physical contact**

Teachers cannot and will not punish pupils physically, but can physically restrain pupils using reasonable force where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption.

### **Further Information**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned.

The Principal/Head of School (or appointment Assistant Principal if required) must notify the Governing Body and the Local Authority of a permanent exclusion, exclusions exceeding more than 5 days in a term and/or when it will result in the pupils missing a National Curriculum Test.

For all other exclusions the Principal/Head of School (or appointment Assistant Principal if required) must notify the Governing Body and Local Authority once a term.

The Governing Body has a duty to consider parents' representations about an exclusion.

- The Governing Body may delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least 3 governors.
- The Governing Body must consider the reinstatement of an excluded pupil within 15 days of receiving the notice of the exclusion.

- If requested by the parents, the Governing Body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if a pupil would be excluded from school for more than 5 school days, but not more than 15 in a single term.