

Jubilee Park Academy



reaching and believing

Behaviour Policy

November 2016

Policy will be reviewed: October 2018.

Signed by Chair of Governors: _____

Date: _____

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN.

Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. "Keeping Children Safe in Education" was issued to schools in 2014 detailing statutory guidance, placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" to the following:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding pupils is consequently more than contributing to the protection of individual pupils and the school is committed to the development of policy and practice that supports pupils and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Jubilee Park Academy strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our pupils to develop keep safe strategies.
4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our pupils.

The school has several policies designed to meet these needs and are available on request or via the school website. This policy applies mostly to points 1, 2, 3 and 4 above and reflects current legislation, accepted best practice and complies with Government guidance: Working together to Safeguard Children (2013) and Keeping Children Safe in Education 2014.

'Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by educators'

DFE 2012

This policy sets out the expectations of behaviour at Jubilee Park Academy. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

In certain circumstances, staff have a statutory power to discipline pupils for misbehaving outside of the school premises, and the pupil will be disciplined in line with the school's behaviour policy, details as follows :

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil of the school

There are exceptional circumstances when pupils may be disciplined at any time whether or not the above conditions apply, details as follows :

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and School Values of our school which maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Anti-bullying Policy.

Aims:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To promote good behaviour, self-discipline and respect
- To prevent bullying
- To ensure that pupils complete assigned work
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To promote British Values and pupils' understanding of tolerance and respect within our British community.

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members - pupils, staff, parents and governors - can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum.
- Effective classroom management.
- Adult role-modelling.
- Whole school behaviour management plan.
- Playtime and lunchtime provision (structured playground games, lunchtime activities).
- Personalised programmes/ support from outside agencies.

Curriculum and Classroom Management.

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities.

- To treat all pupils fairly and with respect.
- To raise pupils' self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.

- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all pupils can see that the key adults in their lives share a common aim.
- To recognise that each pupil is an individual and to be aware of their (special) needs.
- To offer a framework for social education.
- To promote British Values.

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Behaviour Recovery Programme.

Our behaviour programme has three key aspects, rules, recognition and then the behaviour recovery programme is enforced.

Everyone in our school has the right to...

- ***Learn***
- ***Be respected***
- ***Be safe***

In order to achieve the above everyone is expected to follow the whole school values:

- **Respect**
We will always treat each other with respect.
- **Tolerance**
We will always be patient, caring and understanding.
- **Trust**
We will show others that we are trustworthy.
- **Teamwork**
We will always work collaboratively with others and listen to each other.
- **Honesty**
We will always tell the truth.
- **Belief and Perseverance**
We will always believe in ourselves and others and try our best!

At the start of the school year, classes will negotiate and agree a small number of additional class rules as part of a class charter or code of conduct, in order

to promote a positive and safe learning environment. All rules will be clearly displayed in the classroom and referred to regularly.

Recognition.

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual and receive consequences in relation to their individual needs. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour.

Recognition and tangible rewards are given on individual, group, whole class and whole school levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition.
- Stickers – either worn by pupil, or collected on a chart or card.
- Positive recognition to parents at the end of the session/ day.
- Treat from the treat box.
- Social time (up to thirty minutes each week).
- Positive letters/note cards sent home from the Head.
- Pupil of the week certificate.
- Head's award.
- A Platinum Reward treat every half term!

Dealing with unacceptable behaviour.

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates, to enforce the school rules and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the pupils as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage pupils to stay on track. If the inappropriate behaviour persists, then the consequences are presented to

the pupils as a choice to help teach pupils that they are responsible for their own behaviour.

In exceptional circumstances the Head may look at a range of alternative strategies when all other strategies have failed to have any effect – these may include reduced timetable, support from outside agencies like Inclusion Support and an intervention place may be requested at an alternative education provider.

From September 2015, Jubilee Park Academy has adopted the behaviour recovery programme introduced by Inclusion Support from Sandwell Local Authority.

Behaviour Recovery is a supportive approach and provides a highly structured, systematic and rigorous programme for establishing boundaries that lead to de-escalating cycles of unwanted behaviour, and over a period of time it will allow pupils to manage their own behaviour.

Stages of Behaviour Recovery.

All pupils start the day with a green card. Over each half term, pupils can earn the Platinum Award by demonstrating outstanding behaviour.

TALKING ZONE.

If a pupil exhibits any unacceptable behaviour a member of staff will have a little talk with the pupil to remind them about what behaviour is expected in class.

Types of behaviour for talking zone:

- Fidgeting constantly
- Daydreaming
- Not completing work
- Calling out
- Out of seat without permission
- Wandering around
- Interrupting other pupils
- Ignoring minor instructions
- Talking with other pupils when it is not appropriate
- Silly noises
- Pushing in line
- Swearing – but not at a staff member or pupil - i.e. tripping up and swearing
- Interrupting teacher when talking to whole class

- Refusing to conform to dress code.

RECOVERY ZONE.

If a pupil's behaviour continues the pupil will be moved to the "recovery zone" within the classroom. This will be away from the other pupils. The pupil will be given time to calm down and reflect on his/her behaviour (up to 10 minutes). During this time the pupil will be asked to complete a "light green thinking sheet" which will ask him/her to identify what led to him/her being in the "recovery zone" and what he/she should have done.

Types of behaviour for recovery zone:

- Any behaviour that has been described above – the pupil has been spoken to and has not modified his / her behaviour
- Continued refusal to follow instructions
- Deliberately throwing something on the floor
- Minor challenge to authority
- Annoying other pupils

REFLECTION ZONE.

If a pupil's behaviour persists then the pupil will be removed from their own classroom into another class within the year group for up to 20 minutes. They will be given time to calm down and reflect on their behaviour and asked to complete a "yellow thinking sheet". Once this has been completed and the teacher feels that the pupil is ready to return to his/her own class, he/she will return and be welcomed back into class by his/her class teacher.

Types of behaviour for reflection zone:

- Any behaviour that has been described above – the pupil has been spoken to and has been on the recovery table and he/she has not modified his / her behaviour
- Swearing deliberately at any pupil
- Deliberately throwing small objects with the intention of breaking them
- Silly behaviour which leads to another pupil being hurt
- Damaging school property or other pupil's property
- Leaving class without permission
- Challenging authority
- Continued refusal to follow instructions

ORANGE ZONE.

If a pupil's behaviour still continues to be disruptive and the pupil refuses to follow instructions, the pupil will be removed from his/her classroom or the classroom he/she is currently in and taken to the orange zone. The pupil will be given an opportunity to calm down and regain control over his/her behaviour. When he/she enters the orange zone, staff will not initially speak to him/her which will give him/her time to calm down and will hopefully prevent the pupil's behaviour from escalating. A pupil can remain in this area for up to 30 minutes – when the pupil is calm the adult will have a conversation with the pupil. If a pupil reaches orange zone on three occasions in a half term he/she will automatically move to red zone.

Types of behaviour for orange zone:

- If behaviour is not recovered in reflection zone then the pupil will need to move into orange zone
- Deliberate swearing at any adult or continual swearing at other pupils
- Vandalism

There might be some instances when it is appropriate for pupils to go straight to orange zone – some examples of this behaviour are:

- Theft
- Bullying
- Malicious fighting
- Aggressive behaviour

RED ZONE.

If a pupil's behaviour has not improved through the various stages then the pupil will be removed into the red zone – he/she can be asked to remain in this area for up to three days and this is known as an "internal exclusion". The pupil will be given a work pack that has been set by his/her class teacher. A formal letter will be sent to the parents advising them of the internal exclusion and inviting them to a meeting to discuss their child's behaviour. Break and lunch times will be staggered and the pupil will not go out to play with peers. The pupil will be supervised at all times. Before returning to his/her class a SIR (serious incident record) form will be completed and discussed with the pupil. Once this has been completed the pupil will return to his/her class where he/she will be welcomed by his/her class teacher.

Types of behaviour for red zone:

- Any behaviour that a pupil has not recovered in orange zone - pupil will automatically go into red zone.

There might be some instances when it is appropriate for pupils to go straight in red zone (instant red zone) – some examples of this behaviour are:

- Inappropriate language towards adults or pupils (including racist or sexist comments).
- Inappropriate physical behaviour or physical violence towards adults or pupils.
- Possession of a weapon.
- Possession of drugs.
- Evidence of continued bullying.
- Throwing furniture.
- Trashing a classroom.
- Vandalism.

When a pupil is sent to the red zone – it will be at the discretion of the Head if a formal fixed term exclusion is imposed or in severe cases a permanent exclusion may be appropriate.

Fixed term and permanent exclusions.

In exceptional circumstances when all strategies have been tried in school the Head may consider fixed term exclusions or a permanent exclusion.

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil being excluded. Only the Executive Head (or the Head of School in his/her absence) has the power to exclude a pupil from school. The Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head may also exclude a pupil permanently. It is also possible for the Head to convert fixed-term exclusions into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a pupil, he/she informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Head makes it clear to the parents that they can make representation to the Governing Body and how to do so through the letter of exclusion.

The Head informs the Local Authority (LA) and the Governing Body about any permanent exclusions or fixed-term exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the

Head. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a pupil is excluded from school.

Examples of types of behaviour:

- Physical and verbal assault to staff or pupils
- Theft
- Extortion
- Threatening behaviour
- Vandalism/damage to school property
- Racial abuse to pupils or staff
- Very serious challenge to authority
- Consistent disruptive and aggressive behaviour
- Running out of class and refusing to return
- Possession of drugs
- Possession of an offensive weapon
- Sexual inappropriate behaviour
- Malicious allegations against members of staff

This list is not exhaustive and pupils will only be excluded in extreme cases and when there is a serious breach in the school's behaviour policy. In exceptional circumstances the Head may feel it is appropriate to involve the police.

Playtimes and Lunchtimes.

At play and lunchtimes we aim to provide a range of activities to engage pupils in positive play with their peers. This includes the play equipment boxes for each key stage and structured games which are led each lunchtime by lunchtime supervisors, with the focus on co-operative play, good communication and teamwork. We also have a system of playground buddies to support younger pupils. If problems between pupils arise, the emphasis is on peaceful problem solving and conflict resolution. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSHE time as well as being reinforced with individuals or small groups where appropriate. Pupils are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults.

Once again, adults will follow the behaviour recovery programme for unacceptable behaviour.

Pupils' Responsibilities.

Pupils are expected to follow the school values and rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other pupils in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities.

Parents have a vital role to play in their child's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems in all classrooms. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a pupil's welfare or behaviour, parents will be contacted as outlined above. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Assistant Head may then be involved, then the Head of School and Executive Head and if the concern remains, they should contact the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the Head and/or Governors who will take appropriate action.

Hair styles (also referred to in the schools uniform policy).

- It is recommended that long hair be tied back for health and safety reasons, this is for both boys and girls.
- The school does not permit pupils to have haircuts that could serve as a distraction to other pupils or raise health and safety concerns.
- Shaved heads and patterns in hair or hairstyles that are deemed by the school to be extreme are not acceptable.
- Small ponytails which grow at the back of a shaved or short style haircut are not allowed.

- Hair should not be cut on anything less than a number two setting.
- Hair must not be dyed, bleached or beaded.
- Hair must not contain hair pieces or extensions.
- Headbands should be plain blue or black.
- Hair clips should be plain and kept to a minimum.

If you are unsure whether or not a hairstyle will be acceptable you are advised to ask the Head beforehand.

Jewellery.

Only the following items of jewellery will be permitted to be worn in school:

- One wristwatch (silent).
- One pair of single plain stud earrings in each ear.
- Key religious or medical items which may appear to be items of jewellery – in all cases permission of the Head must be sought.

Special Educational Needs and disability discrimination (DDA).

We recognise that for a small number of pupils, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist. As stipulated in Part 4 of the DDA (disability discrimination act 1995) Jubilee Park will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Screening, searching and confiscation.

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the pupil's age and other factors). The

suggested age of consent of a pupil is ten – for any child under this age parental consent should be obtained.

Heads and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Examples of items as follows:

- Knives or weapons
- BB guns
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- Fireworks
- Pornographic images
- Lighters or matches
- Any item that the member of staff suspect has been or is likely to be used to commit an offence or to cause personal injury to or damage the property of any person or pupil.

Heads and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix.

Other policies:

- Anti-bullying policy
- Drugs policy
- Physical intervention policy
- E safety policy
- Child protection policy
- Prevent policy

Jubilee Park Academy. Behaviour Recovery.

Positive Behaviour Awards.

Platinum Award

If you consistently show excellent behaviour and are not sent into any of the zones then you will earn this.

These pupils may be considered for the half termly Head's Award and be sent to the Head to receive a Head's note home. Teachers may wish to report positive behaviour to parents. Pupils cannot enter any of the zones if they are to qualify for this award (excluding the talking zone).

Pupils can earn daily rewards from the Treat Box at the teachers' discretion. Pupils will have one chance to rectify unwanted behaviour and earn their Green Award; however this chance will not be available for any pupil that enters the orange zone or the red zone.

Green Award

You will receive this if you keep your green card. You will automatically receive this if you have received the Platinum award.

Unacceptable Behaviour Zones.

Talking zone

If you show unacceptable behaviour then your teacher will remind you to do the right thing, either through a look or by talking to you. If you improve your behaviour then you still have a chance to earn the Platinum Award and Green Award.

If pupil completes more than one sheet in a day then he/she will need to miss 10 minutes of his/her social time. Teacher will log on behaviour system record. Teacher will send home a slip informing parents of the unwanted behaviour.

Recovery zone

If unacceptable behaviour continues then your teacher will ask you to sit in the recovery zone in your classroom. You will remain here for up to 10 minutes and complete a light green thinking sheet. If your behaviour improves, you will be asked to re-join your class. You can still earn the Green award if your behaviour improves.

If pupil enters the reflection zone then he/she will need to miss one break time (supervised by teacher) and 10 minutes of his/her social time that week. Teacher will log on behaviour system record. Teacher will discuss behaviour with parents. The teacher will decide whether the pupil's behaviour has improved enough to earn the Green Award—one chance only.

If a pupil is repeatedly entering the reflection zone then the class teacher should discuss this further with his/her Phase Leader so that strategies can be put in place to improve behaviour.

Reflection zone

If unacceptable behaviour continues further then your teacher will ask you to go and work in a different classroom. You will remain here for up to 20 minutes and complete a yellow thinking sheet and your work. If your behaviour improves, you will be asked to re-join your class. You can still earn the Green Award if your behaviour improves as you can earn back your green card (one chance only).

Orange zone leader will log on behaviour system record. Pupil will miss one playtime (supervised by class teacher) and one lunchtime (supervised by designated person). Pupil will also miss 20 minutes of his/her social time that week. Phase leaders and class teacher will conduct a formal meeting with parents. Record to be kept of meeting.

Orange zone

If you continue to disobey the school rules and values then you will be asked to move into the orange zone. You will remain here for up to 30 minutes. An adult will discuss your behaviour with you and encourage you to improve your behaviour. You will continue with your work in this zone until the adult feels that you are ready to re-join your class. You will no longer be able to earn the Platinum Award or the Green Award. You will miss playtimes/lunchtimes for 1 day.

If a pupil enters this zone three or more times in a half term, then he/she will be sent to the red zone.

Red zone

If you carry out a serious incident (listed on the Instant Red Zone list) or you continue to display unacceptable behaviour in the orange zone then you will stay in this zone for up to 3 days and be supervised by a member of SMT. You will not be able to re-join your class until you demonstrate acceptable behaviour. You will not be able to join your peers on the playground until you re-join your class.

Behaviour leader (or member of SMT in his/her absence) will log on behaviour system record. Pupil will be supervised by SMT at all times. Head and Phase Leader will send out a formal letter to parents and conduct a formal meeting with parents. Record to be kept of meeting. No social time for pupil that week.