

<b>Staffordshire University Academies Trust</b>		<b>Trust Policy Document</b>			
<b>Approved by:</b>	Trust Board	<b>Issue date:</b>	July 2022	<b>Review date:</b>	July 2023
<b>Policy Owner:</b>	K Willis	Page: 1 of 4			
<b>Audience:</b>	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	Parents <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>

**Vision:**

Our vision is to ensure the highest standard of behaviour and safety at school in strong partnership with parents. We believe good behaviour is essential for effective teaching and learning to take place

**Aims:**

We promote following factors linked to behaviour and attitudes:

- a calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn
- the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom
- a strong focus on attendance and punctuality so that disruption is minimised
- clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils
- pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education
- a positive and respectful school culture in which staff know and care about pupils
- an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur

**Parental Engagement:**

Our Home School agreement promotes good behaviour. We aim to

- Establish excellent relationships between all members of the school community and keep parents well informed.
- Provide a welcoming atmosphere which encourages parents to become involved and promotes an active home / school partnership.
- Inform parents when there is a concern and also when their child has behaved particularly well through school reward systems
- Ensure that parents are familiar with the main points of the behaviour policy. We communicate this through Induction meetings, parent/teacher meetings, school website, and behaviour policy.

## **Classroom Behaviour Management**

Every opportunity is taken by staff and pupils to reward and encourage good work ethic and behaviour. All members of staff are responsible for the discipline within their class and for upholding the culture of high expectations across school through:

- Clearly defined expectations
- An organised and well managed, calm environment with consistent routines
- Strategies in place for managing inappropriate behaviours
- Well planned lessons with challenge and quality resources
- Inspiring curriculum contexts and memorable learning experiences
- Valuing children's efforts and praise to raise self esteem
- Use of Dojo points as reward

We instil our core PERTON values to all children, which links to our Dojo rewards. Our values are;

- Proud
- Enthusiastic
- Respectful
- Thoughtful
- Open-minded
- Nurturing

### **Rewards:**

We use motivators to let every child know the taste of success. Incentives are varied to suit individual needs.

- Individual **Dojo Points** are awarded daily linked to our PERTON values. Parents can view their own child's points via the Dojo app or website.
- **Star of the Week** awards are shared in weekly assembly. Star of the Week Certificates are sent home and names are displayed on our newsletter.

### **Recording incidents:**

- Behaviour incidents are logged on Bromcom system.
- For some children a Communication book may be agreed and set up.
- For some children, ABC charts to log behaviours may be used with follow up problem solving discussion boards to be used with the pupil after the incident has de-escalated.

### **Challenging Behaviour:**

Unacceptable behaviour, should this occur will be acted on promptly, recorded and parents informed.

Where a child exhibits persistent challenging behaviour, school may look to put a Personal Behaviour plan in place involving the SENCO and Behaviour Support Team if applicable. Staff should never feel isolated when dealing with challenging behaviours. Problem solving support will involve SLT and Parents.

**External agencies:** Referrals to external agents are made with parents' consent.

Advice can be sought from-

- EP: Educational Psychological service
- Early Years SENCO

- Behaviour Support Team
- School Nurse
- Local support team (family support)

A SEND Hub Referral may be considered.

### **Exclusion:**

Exclusions may occur in response to; a serious behaviour incident, persistent refusal to engage, an incident of physical or verbal abuse towards a member of staff or a pupil or another incident deemed to be severe enough to warrant an exclusion. An exclusion can be a fixed term exclusion (temporary for a number of sessions / days) or a permanent exclusion. Where a decision to permanently exclude a pupil has been taken, parents have the right to appeal the decision. Further details on exclusions can be found on <https://www.gov.uk/government/publications/school-exclusion> See also SUAT Exclusion Guidance.

When a child is excluded, parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face-to-face meeting.

A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour. The school will also work to put in place a support plan for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Early Help Leader, Attendance Service or the Local Authority.

The Chair of the LAC (Local Academy Council), LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

When returning from a fixed term exclusion, students and parents are required to attend a reintegration meeting. This meeting will seek to establish practical ways in which further exclusion can be avoided and to promote partnership between student, parent and school.

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident. If your child has been permanently excluded, be aware that:

- the school's LAC is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the LAC confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school 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

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the LAC against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the LAC

**Role of the Governors:**

The governors support the Headteacher and staff in maintaining a high standard of behaviour and discipline. In consultation with the Headteacher, Local Academy Governors establish the principles for the schools behaviour policy, which will be acted on and clearly understood by children, parents and school staff. Local Academy Council governors have a specific role to play in the Exclusion and Complaints procedures.

**Bullying:**

Bullying at Perton Primary Academy will not be tolerated. There is the expectation that the academy will promote a safe and caring environment where everyone connected with the school, in any capacity will be tolerant of others, regardless of age, religion, size, race, interests, abilities or disabilities. We aim to prevent bullying and deal with bullying swiftly should it occur. Pupils' develop their understanding of bullying through our PSHE curriculum, E-Safety learning, participation in Anti-Bullying week, assemblies from the NSPCC and local PCSOs. Staff and Governors take bullying seriously and investigate it thoroughly.

**Related Policies:**

SUAT Restrictive Physical Intervention Policy

SUAT Exclusion Guidance