

# Ormiston Meadows Academy



## Behaviour policy

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### Policy Version Control

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# Ormiston Academies Trust

## Behaviour policy

### Policy Version Control

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## Contents

1. Policy statement and principles	page 4
2. Definition	page 5
3. Complaints	page 6
4. Monitoring and review	page 6
5. Roles and responsibilities	page 6
6. Academy behaviour	page 9
7. Classroom behaviour	page 9
8. Rewards Policy	page 10
9. Disciplinary Sanctions	Page 10
10. Attendance	page 12
11. Uniform and appearance	page 12
12. Unacceptable Behaviour	page 12
13. Drugs	page 13
14. Alcohol	page 13
15. Use of Force	page 13
16. Regulating students' offsite conduct	page 14
17. Unacceptable behaviour outside the academy	page 14

# 1. Policy statement and principles

We are dedicated to ensuring that our academy environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe academy where pupils feel included in every aspect of academy life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our academy community. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their academy years.

We believe that all pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

## **Our Vision:**

**'Be your Best, Expect the Best, Succeed Together'** is our academy philosophy and motto. We are all committed to giving our children the best possible start in life, as we strive to ensure that our academy becomes outstanding.

## **Pupils**

For Pupils this means:

We expect our children to be their BEST by reaching beyond themselves and to feel proud of their achievements. Our children will strive for excellence in all they do including building respectful relationships.

Through working together our children's self-worth and resilience will flourish.

## **Parents**

For Parents this means:

We strive for the BEST partnerships with our families, in order to secure the BEST outcomes for your children. We are proud to become a partner in your child's life. We encourage a close and supportive relationship between home and school and welcome parents and carers as active partners in their child's learning.

## Staff

For Staff this means:

All staff will provide the BEST quality learning experiences for all children. We will provide a supportive and empowering environment to enable staff to be creative and innovative. We expect all staff to live out our core values of Excellence; Respect; Resilience and Self-worth.

## Aims

- To maintain a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To develop increasing independence and self-discipline so that each child 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 children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

## 2. Definition

This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment, relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

## 3. Complaints

All complaints are dealt with under the OAT Complaints Policy.

Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

The outcome of the complaint will be communicated in writing.

## 4. Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
- as a result of any other significant change or event
- in the event that the policy is determined not to be effective

If there are urgent concerns these should be raised to the Principal in the first instance for them to determine whether a review of the policy is required in advance of the review date.

## 5. Roles and responsibilities

### Pupils

The academy expects all of its pupils to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.

Pupils are ambassadors of our academy even when off academy premises, and we expect them to act accordingly. They are expected to obey academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts.

Academy work and homework should be well presented, completed to a high standard, and in a timely fashion. If pupils are struggling with aspects of their work for any reason, they or parents/ carers should discuss this with their teacher who will work with them to draw up a support plan. The behaviour of pupils with Special Education Needs or a disability is considered in more detail under the academy's Special Educational Needs Policy.

The academy asks parents/ carers to carefully read and then sign the home-academy agreement to show that they have understood what is expected of their child and to acknowledge the responsibility that they children for their own behaviour.

### **Pupils will:**

- Abide by the Home-Academy Agreement and the Academy's Behaviour for Learning Policy at all times.
- ▢ Act as positive ambassadors and representatives of Ormiston Meadows Academy through their exemplary behaviour.
- ▢ Be polite and respectful of others in the surrounding community.
- ▢ Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- ▢ Cooperate with other pupils and members of staff in order to create a positive learning environment.
- ▢ Be ready to learn by ensuring regular attendance.
- Correctly present themselves in the Academy's uniform, in accordance with the Academy's Uniform Policy.
- ▢ Respect and value the environment and their surroundings, as well as each other.
- ▢ Not act in a manner which is disruptive to the learning of others.
- ▢ Under no circumstances put the health and safety of others at risk.

### **Academy**

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account special educational needs and disabilities as well as the additional challenges that some vulnerable pupils may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community.

The academy will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the academy curriculum and reminders of academy rules and expected standards of behaviour are up on walls in classrooms and situated around the academy.

Staff are a constant presence around the academy, to ensure that children are safe.

The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff are supported appropriately, this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

### **Staff members will:**

- Implement the Academy's Behaviour for Learning Policy at all times.
- ▢ Maintain a positive and well-managed learning environment.
- ▢ Be positive ambassadors of the Academy at all times, through their professional behaviour and conduct.
- Use the Academy's reward system and hierarchy of sanctions to promote good behaviour.
- ▢ Use the rules and consequences outlined in this policy clearly and consistently.
- ▢ Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.

- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Raise any concerns regarding pupils' behaviour with the Inclusion Team or the senior leadership team (SLT) following a conversation with parents.
- Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report where appropriate.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and SLT in order to implement effective behaviour management.
- Organise sanctions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the Principal and the SLT when there has been a serious breach of the Academy's Code of Conduct.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the Academy's Exclusion Policy when dealing with more serious breaches of Academy conduct.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to the Inclusion Team who would contact external agencies where necessary.
- Inform the SLT of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

## Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in academy. We ask that parents sign the home-academy agreement to indicate that they will respect and support the academy's behaviour policy and the authority of academy staff. Building academy life into a natural routine ensuring that your child is at academy on time, appropriately dressed, rested, and equipped will encourage your child to adhere to academy rules and procedures.

We ask parents to work with the academy in support of their child's learning, which includes informing the academy of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the academy with staff or the principal to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from the academy and, if invited, to attend a reintegration interview at the academy with their child.

### Parents/Carers will:

- Abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the Academy at all times, in line with the Behaviour for Learning Policy, by reinforcing Academy rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at name of Academy with the pupil's classroom teacher or SLT.
- Support their child's independent learning.
- Support the Academy's decisions in relation to behavioural issues, whilst having the right to question name of Academy's decisions regarding their child's behaviour.



- Ensure that their child correctly presents themselves as a pupil of Ormiston Meadows Academy, in accordance with the Academy's Uniform Policy.

## 6. Academy behaviour

Academy rules that apply at all times to all members of the academy community are detailed below. All of these rules also apply when travelling to and from the academy.

- ▢ Always be on time
- ▢ Keep your appearance smart and tidy
- ▢ Wear regulatory academy uniform at all times to and from academy
- ▢ Rude, derogatory, racist or defamatory language will not be tolerated
- ▢ Be considerate of your peers and the extended community
- ▢ Do not run through hallways and corridors
- ▢ Do not shout out during lessons, or shout to one another in hallways, or when in public places
- ▢ Be polite and respectful at all times
- ▢ Respect and look after the academy premises and environment, both on the academy site and outside
- ▢ Do not litter or not vandalise academy property in any way
- ▢ Unauthorised absence from academy will not be tolerated
- ▢ Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances
- ▢ Disobeying staff will not be tolerated
- ▢ Under no circumstances will illegal or inappropriate items be brought into academy

The following items are not allowed in the academy under any circumstances:

- ▢ Alcohol and drugs
- ▢ Cigarettes, matches, and lighters
- ▢ Chewing gum
- ▢ Weapons of any kind
- ▢ Material that is inappropriate or illegal for children to have; such as racist, radical / extremist or pornographic material

## 7. Classroom behaviour

- ▢ Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- ▢ Lessons will be structured and have a focused framework, in order to allow pupils to understand what is being taught and how it links to what they already know.
- All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- ▢ The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.
- ▢ Whilst using the Academy corridors and surrounding area of the Academy building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.
- ▢ Staff members will remind pupils that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.
- ▢ De-escalation techniques will be used at all times.

### **Assemblies:**

- ▢ Pupils should enter and leave the hall silently in single file class lines.

### **Moving around school:**

- Pupils and staff should walk at all times inside the academy buildings silently or quietly, as appropriate.

**Playtimes:**

- Staff on duty should ensure that they dismiss their class promptly and are outside as soon as possible to supervise pupils.
- Pupils must remain in view of staff at all times.
- Pupils are only allowed on the field if permission has been given.
- Staff should ensure that all pupils place litter in the bins provided.
- All staff should ensure that pupils are not unnecessarily inside during playtimes (i.e. pupils in corridors should be asked to say why they are inside).
- Staff on duty must be vigilant and manage behaviour to avoid potential problems.
- Staff on duty should try to help pupils who find it difficult to mix with their peers.
- Behaviour problems should be dealt with according to the academy's Consequences Procedures.
- At the end of play a KS1 teacher and a KS2 teacher should blow a whistle to signal the end of play. On hearing the first whistle all pupils should stand still. On the second whistle children will walk to line up in silence in their class lines and wait for their class teacher.
- Teachers should be on the playground promptly to lead in their class in silence.

Please note the following points which will ensure the safety of all:

- Staff on duty must monitor the use of the trim trails and ask pupils to come off if there are too many pupils on at once
- 'Play fighting' can quickly get out of hand and is not allowed.
- Pupils are not allowed in the Wild Area.
- In winter the throwing of snowballs is not allowed.

**Lunchtimes:**

- Lunchtime supervisors should follow the same reward and consequence system as the rest of the academy.
- A member of the Senior Leadership Team will always be available for serious incidents.
- An inside club "Polar Bear" is available for vulnerable pupils who need a more protected environment.

## 8. Rewards Policy

At OMA we believe that children should be encouraged to behave well and work hard. We use a number of rewards to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we believe that rewards are necessary and appropriate to achieve our aims. We use the following positive rewards:-

- Non-verbal rewards such as a thumbs up sign or a smile;
- Verbal praise;
- Showing work to another teacher and to the Head Teacher or in assembly;
- Stickers and charts
- Behaviour certificates;
- Praise notes home about good behaviour
- Treasure box prizes linked to behaviour weather chart
- Class rewards
- Excellence points - these will be recorded on our school system

## 9. Disciplinary Sanctions

In order to discourage children from behaving inappropriately we believe it is important to teach them positive behaviours. However, if a child misbehaves staff will follow these hierarchical sanctions:

## Weather Chart

As well as being moved up the class weather chart for rewards, children may be moved down the chart as a warning to consider their behaviour. In most cases this will be enough to remind the child of appropriate conduct. After the 3rd warning a yellow card will be issued and the child will spend a short time in the Woodland Room to discuss positive ways forward.

## Red and Yellow Cards

Depending on developmental expectations and context, where any of the following occur, the child will be issued with the appropriate card and sent to the Woodland Room. All cards issued are recorded on our system and monitored by the academy.

<u>Examples of Minor Sanctions</u>	<u>Yellow Card - up to 15 minutes in Woodland Room</u>
Disruption of lessons	✓
Name calling (not racist/homophobic/sexual)	✓
Swearing	✓
Unsafe behaviour (horseplay)	✓
In areas without permission	✓
Failure to attend Time Out Room	✓
Misleading/lying to staff	✓
Mistreating property	✓
Insolence towards Staff (back chat)	✓
Inappropriate items brought to school	✓
<u>Examples of Major Sanctions</u>	<u>Red Card - Rest of day in Woodland Room</u>
Any physical aggression (kicking, punching, slapping, pushing, fighting)	✓
Racist/Homophobic/Sexual name calling	✓
Bullying (includes physical and emotional)	✓
Deliberate vandalism	✓

If a child is persistently getting Yellow Cards, a meeting will be held with parents/carers and the child will be put on a report card with a plan of support to be considered. If there is no improvement in the child's behaviour once these measures have been put in place the child may be excluded from the academy.

If a child receives a Red Card the parent/carer will be informed at the time of the card being issued, of both the incident and next steps to be taken. **Any Red Cards issued may also result in immediate exclusion.**

### Immediate exclusions (temporary or permanent) may be levied at the discretion of the head teacher in cases of:

- Serious or persistent physical or emotional aggression
- Attack on staff (verbal or physical)
- Serious breaches of health/safety
- Weapons/drugs or illegal substances being brought to school

## 10. Attendance

Regular attendance at the academy is required by law, and we take attendance very seriously.

A register is taken daily and at the start of the day and immediately following the lunch period. Parents/carers will be contacted to discuss possible reasons for attendance issues and any support systems that could help. More information can be found in the academy's Attendance Policy.

## 11. Uniform and appearance

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instill discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons. Full details of academy uniform, including PE kit, along with details of our supplier, are available on the academy website [www.ormistonmeadows.co.uk](http://www.ormistonmeadows.co.uk)

## 12. Unacceptable behaviour

### Exclusions

Fixed Term exclusions (between 1-5 days,) are issued at the discretion of the Principal/Heads of School. The Academy will use fixed term exclusion when a serious incident occurs, behaviour endangers the safety of others and there is persistent disturbing of the learning of others after all other sanctions have been exhausted. All incidents are investigated fully. Principal will consider all fixed term exclusions in line with current statutory regulations. Following fixed term exclusion the child will be provided with work for the period of their exclusion and a reintegration meeting will be arranged and held with Principal prior to readmission. Pupils who have been excluded from the academy must not attend the school site at any time during their exclusion period.

### Permanent Exclusion

Any pupil deemed at risk of permanent exclusion will be asked to attend, with parents/guardians, a panel to include one member of the Governing Body and a representative of the academy. The object of this meeting will be to consider the evidence, further action to support the pupil, and make clear the seriousness with which further breaches of the behaviour policy would be dealt with.

If a pupil's poor behaviour is so serious to warrant a permanent exclusion, the academy will operate within the statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England', DfE: September 2017. Please refer to this document for further details.

## 13. Drugs

The academy will not tolerate drug use of any sort on academy property or during off-site academy activities. The academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### Prescription drugs/Controlled Substances

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

### Non-prescription medication

Some over-the-counter medication can be harmful if misused. For this reason, pupils should not carry these in the academy. If pupils need to take non prescription medication during the school day, parents/carers should inform the academy office.

### Medication

We are aware that it may be necessary for some pupils to take medication during the academy day. Parents/carers should make the academy aware of this, via the school office, and complete a form to authorise the giving of medicine in school. This form can be viewed in the Administering Medicines in School Policy. The academy may request medical evidence prior to administering any medication.

## 14. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

## 15. Use of Force

The academy does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Academy staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any pupil (including him or herself)

- Prejudicing the maintenance of good order and discipline at the academy or among any pupils receiving education at the academy, whether during a teaching session or otherwise

All staff at the academy have the authority to use force when reasonable, and this extends to any other person whom the principal has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the academy premises - i.e. on an academy trip.

Following serious incidents involving the use of force, the academy will speak to the parents concerned. It is up to the academy to decide whether it is an appropriate occasion to report the use of force to parents.

- Such serious incidents involving the use of force will also be recorded by the academy.

## 16. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from the academy, or near the academy premises, will be disciplined by the academy. This also applies to pupils who break academy conduct during work experience, academy trips, or extended academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

In addition pupils who seek outside of academy hours to bully or otherwise cause harm to other pupils at the academy whether through cyber bullying or other ways may be subject to sanctions under the behaviour policy as if their actions had taken place whilst at the academy itself.

## 17. Unacceptable behaviour outside the academy

Community partnership and cohesion is extremely important at Ormiston Meadows Academy. We expect pupils to take responsibility for their actions outside of the academy; we also have a legal right to discipline pupils for misbehaving outside of the Academy premises under Section 89(5) of the Education and Inspections Act 2006.

All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy consequences ladder.

This will include any unacceptable behaviour when a pupil is:

- taking part in any activity organized by the academy
- travelling to or from the academy
- wearing academy uniform
- in some other way identifiable as a pupil at the academy
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the academy.