

**GREAT HEIGHTS ACADEMY TRUST**  
**BEHAVIOUR, EXCLUSION & RESTRAINT POLICY STATEMENT**

*April 19*

***Statement of general principles on behaviour and discipline:***

At Great Heights Academy Trust we value each individual and believe that the Trust has an important role to play, in partnership with the home, in nurturing high standards of care and concern for the common good. We want to promote positive attitudes towards good behaviour in all our children and believe that this can best be achieved in an atmosphere of respect and shared responsibility where pupils are encouraged by good example to give of their best at all times.

**1. AIMS**

- 1.1 To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.
- 1.2 To create the conditions for an orderly community in which effective learning can take place through establishing an acceptable standard of behaviour.
- 1.3 To foster mutual respect between all members of the academy and the wider community, regardless of background, race, sexuality, gender or creed.
- 1.4 To help our children to understand the long and short term consequences of their actions, for themselves and for others.
- 1.5 To promote in all children a clear understanding of right and wrong.
- 1.6 To develop in our children an acceptance of social values and principles, and to encourage them to behave consistently in accord with them.
- 1.7 To improve children's self concept by developing self-awareness, esteem and confidence.
- 1.8 To develop an effective working partnership between families and academy as an aid to promoting good behaviour.
- 1.9 To create and maintain a happy, safe and relaxed environment for all members of the academy community

**2. GUIDELINES**

- 2.1 The Trust will seek to promote a positive atmosphere based on a sense of community and shared values.

2.2 The Trust will establish a set of values to determine good behavioural standards throughout. These will include:

Telling the truth

Keeping promises

Respecting the rights and property of others

Acting considerately towards others, calculating the effect their actions are likely to have on them

Respect and acceptance of others and their differences

Working with and for others with sympathetic understanding

Taking responsibility for their own actions

Ensuring tasks/activities are completed

Encouraging self-discipline

Encouraging tolerance

Believing in human dignity and equality

Having the courage to defend a point of view and the determination to act justly

The Trust's values will reject:

Bullying

Cheating

Cruelty

Deceit

Dishonesty

Racism

Irresponsibility

2.3 The Trust will establish a set of rules and expectations derived from these values. The values will be promoted regularly through assemblies, circle time and the PSHCE Scheme, giving opportunities for discussion and reflection.

#### Trust Rules

We take care of everyone and everything;

- So that the academy is a happy place
  - So that we can learn
  - So that nobody gets hurt
  - So that we are safe
- So that nothing gets spoilt or lost

We take care of ourselves so that we stay fit and healthy

2.4 A coherent framework of rewards and sanctions, both of which will be clearly specified, will support the Trust's rules and expectations.

- 2.5 The Trust's system of rewards will be accessible to pupils of all abilities and the emphasis in our discipline system will always be on praise, given as often as possible in an appropriate manner.
- 2.6 Where a normally well-behaved child begins to display behaviour problems and the teacher suspects there may be an underlying cause, the child may be referred to an appropriate manager to talk about the problem. A brief written record of such counseling should be kept so that information may be freely available for future reference.
- 2.7 Where a child displays unacceptable behaviour for no apparent reason, staff will refer to the agreed procedures attached to this policy.
- 2.8 Members of staff will make every effort to build up an understanding relationship with children in their care, forming the basis for initial judgments on the acceptable levels of achievement and behaviour for any individual. All members of staff have a responsibility for maintaining good standards of behaviour throughout the academy and will endeavour at all times to promote the academy values through their own actions and attitudes.
- 2.9 The Principal will ensure that governors, staff, parents and pupils are aware of the aims of the academy in relation to good behaviour.
- 2.10 All members of the academy community will be encouraged to be alert to any signs of bullying or racial harassment and to report them to the Principal.
- 2.11 Children must feel assured that:
- any incident will be dealt with quickly, firmly and fairly;
  - their progress through the academy will be checked regularly and followed with interest;
  - support and guidance will be available whenever needed;
  - problems will be sympathetically but professionally handled.
- 2.12 All members of the academy community will be encouraged to be aware of health and safety issues in relation to themselves and others.
- 2.13 The Trust's Policy relating to Violence and Aggression to Staff is available on the website and will be followed to take account of any new procedures.

### **3. EQUAL OPPORTUNITIES**

- 3.1 Every member of the academy community has an equal right to fair treatment and consideration according to the values expressed in this behaviour policy and all will have equal access to the specified system of rewards and sanctions.

### **4. RECORD KEEPING**

Where necessary, written records may be kept in a behavioural incident; these records will be recorded on an electronic database designed to log incidents regarding behaviour as well as

safeguarding concerns. The System is compliant with all data protection laws and The Trust will continue to ensure that any logging of behavioural incidents will be compliant with these laws.

## **5. HOME/ACADEMY LINKS**

- 5.1 The academy will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards.
- 5.2 The contents of this behaviour policy will be shared with parents and they will be encouraged to work in partnership with the academy to ensure its successful implementation.
- 5.3 The academy will work closely with support agencies to promote home/academy links.

## **6. REWARDS**

6.1 The promotion of positive attitudes will be encouraged through the establishment of a common system of rewards, clearly understood by the whole academy community:

- ◆ Verbal praise and recognition of achievement will be used regularly in class. This may be accompanied by stickers or stamps of approval in the children's books, depending on the age and motivation of the child.
- ◆ For particular effort, good behaviour or achievement, children may earn a team point. It will be rare for a child to earn more than one team point at a time.
- ◆ Staff are also given the freedom to adopt their own reward systems to support our behavior policy.
- ◆ Each week the teacher may nominate an individual child to receive a Super Star Award in recognition of a particular achievement. These certificates are given out at the weekly Celebration Assembly and a video of the child receiving their certificate will be posted on Seesaw for their parents to see.
- ◆ At the end of each half term teachers will nominate a child to receive a certificate linked to one of the 6 Academy goals (Inspiration, Succeed, Respect, Achievement, Teamwork and Nurture)
- ◆ Where sustained good behaviour, achievement or effort is recognised in an individual, the class teacher will send a postcard home to inform parents.
- ◆ For sustained or exceptional good work or behaviour by the whole class, a class token may be awarded. When the class has earned an agreed number, usually 25, a class treat may be chosen.

6.2 Because of the academy's Health Policy, sweets will not form part of any reward.

## **7. SANCTIONS**

If a pupil displays unacceptable behaviour, the following list of sanctions may be used. Punishment should begin at as low a level along the continuum of sanctions as possible so that the distinction between minor and serious offences is clear to all.

- ◆ In the first instance, a child will be reminded quietly, politely but firmly of the accepted code of behaviour; always seeking to maintain positive relationships between staff/child in order to determine any underlying causes of behaviour.
- ◆ Where unacceptable behavior continues the teacher will refer to and follow The Trust's Behaviour Code.
- ◆ Where work is poorly presented or clearly below the child's potential, the class teacher may ask for the work to be repeated, possibly during play-time.
- ◆ At the discretion of the Key Stage Leader and Class Teacher, any behaviour matter may be referred immediately to the Principal or Deputy Principal. The parents will be informed and invited into academy to discuss the problems and, hopefully, to formulate a consistent plan of action between home and academy, in conjunction with any relevant outside agencies.
- ◆ Where a child is deemed to have Special Needs for behaviour problems, an individual behaviour plan, agreed by all concerned parties, may be drawn up.
- ◆ Where the academy feels all avenues have been explored and a period of exclusion is warranted, the Academy guidelines for exclusion will be closely followed.

## **8. BEHAVIOUR MANAGEMENT**

Most children react well to praise and there is inevitably something worthy of praise in all children. By constantly looking for new opportunities to encourage and new incentives for good behaviour, the need for punishment should be minimised and an atmosphere of mutual respect and care should prevail. Academy rules should be referred to along with academy rewards and sanctions.

## **9. ATTENDANCE**

9.1 Regular attendance at the academy is the responsibility of parents and by working closely with the academy and linking community bodies attendance can be monitored and any underlining reasons or deteriorating pattern of attendance can be resolved. Please refer to the Academy's Attendance Policy for further information.

## **10. EXCLUSION**

10.1 A decision to exclude a child is viewed as a serious decision. In accordance with the The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012 and Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'. A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the academy's behaviour policy; and
- b) if allowing the pupil to remain in academy would seriously harm the education or welfare of the pupil or others in the academy'

10.2 Only the Principal or Deputies can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies

10.3 The Principal may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including:

- serious actual or threatening violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon

10.4 After such a decision to exclude a child is made, the procedures for the Principal, Parents, Governing Body and LA will be followed in accordance with DfE Exclusions from maintained schools, academies and pupil referral units in England (2012);

## **RESTRAINT, THE USE OF REASONABLE FORCE AND POSITIVE TOUCH**

### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force. Section 93, Education and Inspections Act 2006
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” Section 550ZB(5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

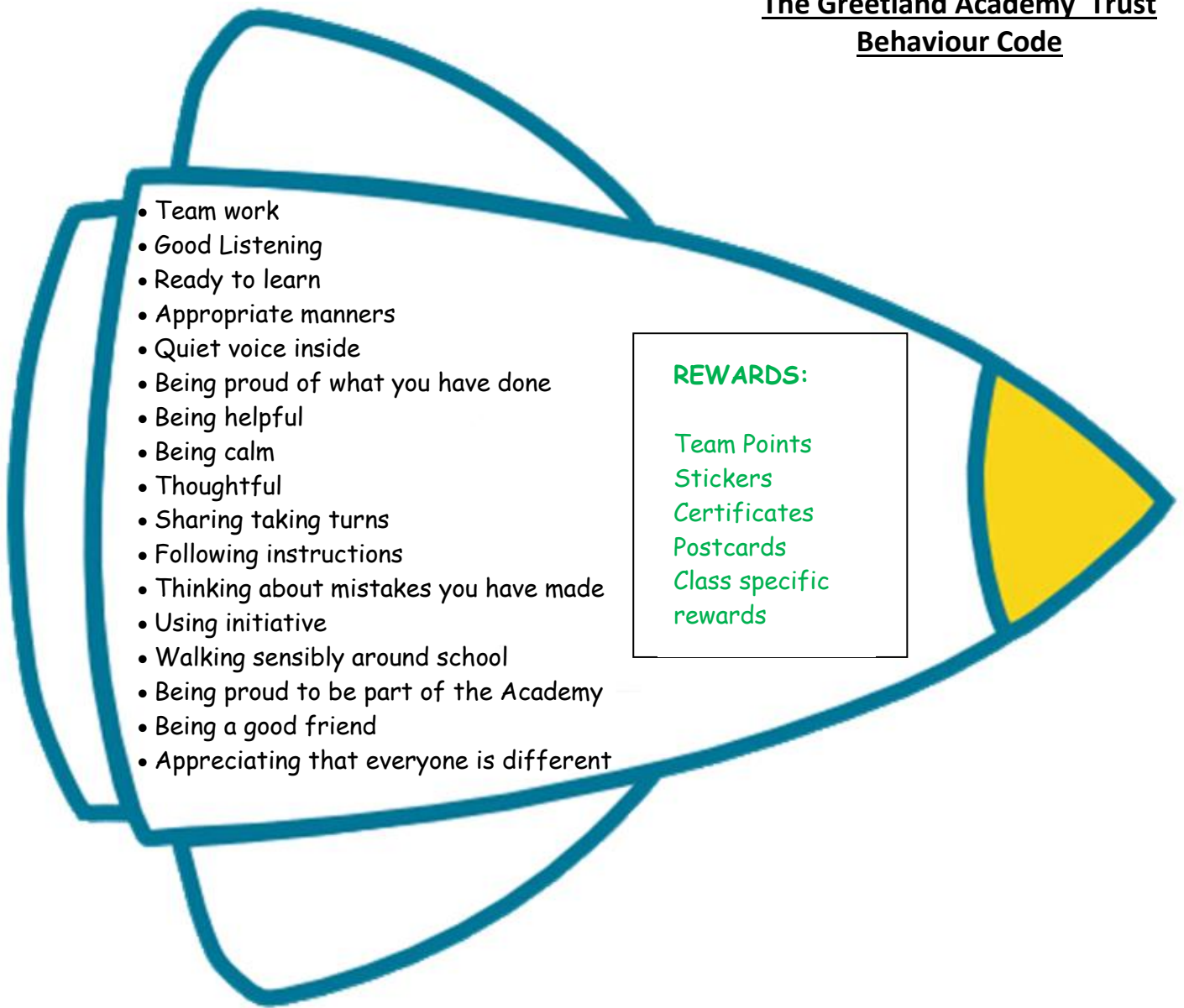
Force **cannot** be used to search for items banned under the school rules.

The Trust promotes the use of ‘positive touch’ in school. It is often necessary or desirable for a teacher to touch a child (e.g. dealing with accidents or teaching musical instruments, physical education etc).

**This policy will be reviewed and evaluated in line with the academy’s policy monitoring schedule and the academy development plan.**

**Policy reviewed and agreed: 02.04.19**

**The Greetland Academy Trust**  
**Behaviour Code**



- Team work
- Good Listening
- Ready to learn
- Appropriate manners
- Quiet voice inside
- Being proud of what you have done
- Being helpful
- Being calm
- Thoughtful
- Sharing taking turns
- Following instructions
- Thinking about mistakes you have made
- Using initiative
- Walking sensibly around school
- Being proud to be part of the Academy
- Being a good friend
- Appreciating that everyone is different

**REWARDS:**

- Team Points
- Stickers
- Certificates
- Postcards
- Class specific rewards

1. Distracting others
2. Refusing to share
3. Interrupting others
4. Speaking/shouting out more than twice
5. Off task

**SANCTIONS:**

Class teacher will use '3 Strikes' strategy as a warning to behaviour. If after 3 warnings, behaviour still persists, child to miss 5 minutes of playtime

1. Persistent YELLOW behaviour – 3 lots of 5 mins of playtimes missed in one week
2. Rough play
3. Walking out of class without permission
4. Swearing
5. Being disrespectful to an adult  
e.g. answering back/arguing/purposefully ignoring

**SANCTIONS:**

Child to miss all of next playtime, parents informed and formal conversation log completed by class teacher on CPOMS. Principal and Vice Principal to be informed through CPOMS.

1. Damaging school property on purpose
2. Throwing furniture
3. Verbal/written abuse that is directly harmful to others
4. Physical abuse including spitting
5. Stealing
6. Fighting

**SANCTIONS:**

Miss full day's playtimes, Deputy Principal and Principal to be informed, a member of SMT to contact parents and formal conversation log completed on CPOMS.  
Further action to be taken by SMT where required and recorded as an action on CPOMS.